Saskatchewan
Education

Annual Report
1987-88

Saskatchewan
Education

89-02668/

The eighty-third annual report of Saskatchewan Education

for the period from
July 1, 1987 to June 30, 1988

Letters of Transmittal

The Honourable Sylvia Fedoruk
Lieutenant Governor
Province of Saskatchewan

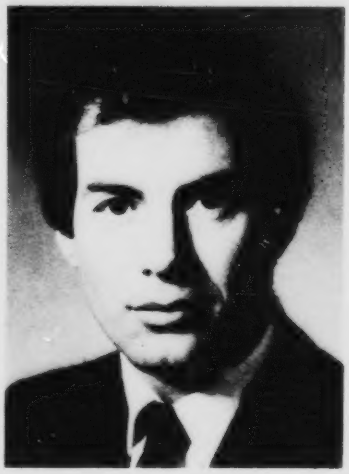
Madam:

I have the honour of submitting the annual report of Saskatchewan Education for the year ending June 30, 1988.

Respectfully submitted,

L H Hepworth

Lorne H. Hepworth
Minister of Education



The Honourable Lorne H. Hepworth
Minister
Saskatchewan Education

Sir:

I have the honour of submitting the annual report of Saskatchewan Education for the year ending June 30, 1988.

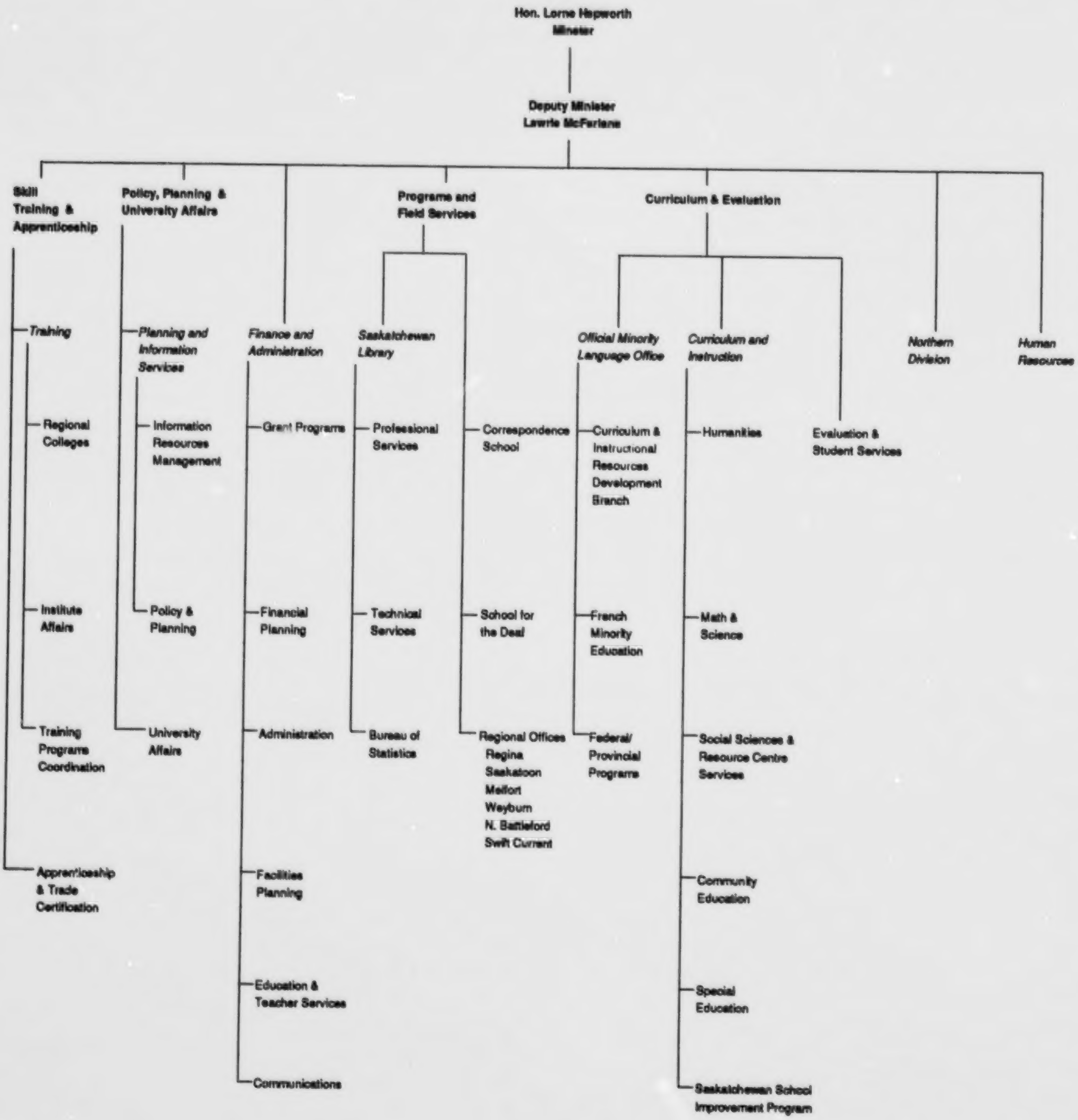
Respectfully submitted,

Lawrie McFarlane

Lawrie McFarlane
Deputy Minister
Saskatchewan Education

Department Organization

Diagram of organization chart in effect as of June 30/88.


Hon. Lorne Hepworth
Minister
Deputy Minister
Lawrie McFarlane
Skill Training & Apprenticeship
Training
Regional Colleges
Institute Affairs
Training Programs Coordination
Apprenticeship & Trade Certification
Policy, Planning & University Affairs
Planning and Information Services
Information Resources Management
Policy & Planning
University Affairs
Finance and Administration
Grant Programs
Financial Planning
Administration
Facilities Planning
Education & Teacher Services
Communications
Programs and Field Services
Saskatchewan Library
Professional Services
Technical Services
Bureau of Statistics
Correspondence School
School for the Deaf
Regional Offices
Regina
Saskatoon
Melfort
Weyburn
N. Battleford
Swift Current
Curriculum & Evaluation
Official Minority Language Office
Curriculum & Instructional Resources Development Branch
French Minority Education
Federal/ Provincial Programs
Curriculum and Instruction
Humanities
Math & Science
Social Sciences & Resource Centre Services
Community Education
Special Education
Saskatchewan School Improvement Program
Evaluation & Student Services
Northern Division
Human Resources

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Deputy Minister's Message

In the years to come, 1987 may well emerge as a watershed year for education programming in Saskatchewan.

Organizationally within government, all education and training programs were combined in one department. The new Saskatchewan Education, with a budget of $756 million, encompasses the entire scope of education and library services in our province.

Profound changes also occurred in the design and delivery of education programs in the field. Among the many initiatives which had their beginnings in 1987, the following landmarks should be recorded:

- After many years of preparation, the province's school system began to implement a new kindergarten to grade 12 curriculum, called Core Curriculum. The new curriculum places a strong emphasis on academic fundamentals, as well as the "new basics" of computer literacy, critical thinking and strong communication skills.
- Saskatchewan's post-secondary skill training system was completely revamped. The Saskatchewan Institute of Applied Science and Technology was created to meet the needs of skill training in the 21st century. The province's community colleges were restructured as a regional college network and given a mandate to make post-secondary education accessible to rural and northern Sasakatchewan.
- Plans for a new Agriculture College at the University of Saskatchewan were finalized, and provincial funding was confirmed. The new facility will put the University of Saskatchewan at the forefront of research in agriculture technology.
- The province signed a joint agreement with the Government of Canada that will mean major improvements for language instruction in Saskatchewan.
- A major adult literacy campaign was begun, using volunteer support to enable 10,000 adults to improve their reading and writing skills.
- Task forces were set up to study deaf education and northern education, and a report was completed on private education. Major policy improvements are expected to flow from these studies.
- Saskatchewan Education committed itself to a policy of full employment equity in hiring and promoting. As a result, for the first time 50% of the department's senior managers are women.

Many of these initiatives represent a beginning. Some will take several years to fully complete. But taken together, they represent a foundation for future growth and development which will enable young people in Saskatchewan to meet the 21st century with confidence.

Program Highlights

Program highlights in 1987-88 included:

- continued implementation of Directions recommendations;
- a major restructuring of the post-secondary education system, in keeping with the blueprint *Preparing for the Year 2000: Adult Education in Saskatchewan;*
- expenditures of $14.5 million through the Education Development Fund for projects to improve primary and secondary education;
- playing host to the first-ever National Forum on Post-Secondary Education, an event organized to explore the challenges and opportunities facing Canada's post-secondary education system as the twenty-first century approaches; and,
- signing of a joint agreement with the Government of Canada that will enable historic new initiatives for language instruction in Saskatchewan.

Directions - A Blueprint for Primary and Secondary Education

A major review of kindergarten to grade 12 education in Saskatchewan was initiated in 1981 to identify the strengths and weaknesses of the education system and how it could be improved.

A Curriculum and Instruction Review Committee was established to carry out the review. All major groups involved in kindergarten to grade 12 education were represented on the committee.

Directions is the final report of the Curriculum and Instruction Review Committee published in 1984. It presents the major concerns identified, the Committee's response to those concerns and their recommendations for change.

Directions represents a comprehensive blueprint for an effective education system. It provides Saskatchewan Education with a framework both to guide present activities and plan for the future.

Saskatchewan Education has been implementing *Directions* recommendations on an ongoing basis since 1984. Major activities in 1987-88 were as follows:

Core Curriculum

The document *Core Curriculum: Plans for Implementation* was completed and distributed. Implementation will commence in September, 1988.

Advisory committees were established for all of the required areas of study. Major progress was made in course development, along with significant progress in development of the common essential learnings.

Resource-Based Learning

A policy document was completed that provides a long-term framework for maintaining and improving school libraries in Saskatchewan.

Special Education

A task force was established to chart the future direction of education services for deaf students in Saskatchewan.

Northern Education

A task force was set up to establish goals for the education system in the north, identify the concerns of northern people, and provide recommendations to address those concerns.

Indian/Metis Education

Implementation of the Five Year Action Plan for Indian and Metis Education continued. *Partners at School*, a handbook that provides practical ideas on how to increase the participation of Indian and Metis parents in their children's schools, was completed.

Evaluation

A handbook on *School Based Program Evaluation and Inservice Activities* was completed. This publication provides educators with a guide to planning, conducting and reporting evaluations at the school and clasroom level.

School Environment

The Saskatchewan School Improvement Program was expanded to include an additional 12 schools, bringing the total now involved in the program to 24.

Preparing for the Year 2000 - A Blueprint for Adult Education

In April 1987 Saskatchewan Education released a major policy document entitled *Preparing For The Year 2000: Adult Education in Saskatchewan*. This document provides a blueprint for restructuring adult education in Saskatchewan to meet the needs of the 1990s and beyond. Saskatchewan Education began to build upon this blueprint in 1987-88, and significant progress was made.

Saskatchewan Institute of Applied Science and Technology

The Institute Act was proclaimed January 1, 1988, formally establishing the new Saskatchewan Institute of Applied Science and Technology (SIAST). SIAST is made up of the four technical institutes, the urban community colleges, the Advanced Technology Training Centre in Saskatoon and the Meadow Lake Vocational Centre.

Consolidating all skill training under one adminstrative umbrella has meant major improvements in the coordination of provincial training programs. The new Institute operates independently from government, reporting to an autonomous board of directors. This has given SIAST a whole new dimension of flexibility, enabling it to cope much more effectively with the impacts of technological change.

SIAST offers certificate and diploma credit courses in sciences, trades and technology programs. In conjunction with the regional colleges, SIAST also provides apprenticeship training, custom-developed programs for industry, career counselling, adult basic education and some university credit courses.

Federal-Provincial Training Agreement

In November, 1987 the Province of Saskatchewan entered into a three year, $160 million agreement with the Government of Canada under the Canadian Jobs Strategy.

Under the agreement all Saskatchewan training institutions and employers are free to negotiate directly with Canada Employment Centres for funding to provide training. This enables the demand for skilled workers to be matched with the supply much more efficiently. It helps ensure that provincial skill training programs meet the needs of both workers and employers.

Private Sector - Government Skill Training

A great deal can be gained by having the private sector more actively involved in skill training.

Two agreements signed in June, 1988 typify the kind of role industry can play. Separate human resource development agreements were signed with two northern Saskatchewan mining companies. The agreements represent a commitment on the part of the companies to hire, train and promote northern residents for their projects. For its part, Saskatchewan Education provides skill training programs specific to the needs of the companies - practical training for employment.

More such agreements and other new joint programs will be developed in the future.

Regional Colleges

The Regional Colleges Act was proclaimed January 1, 1988, transforming the rural and northern community colleges into regional colleges.

Preparing for the Year 2000

Skill Training

Objective: Consolidate provincial skill training under one administrative umbrella by creating a new Saskatchewan Institute of Applied Science and Technology.

Status: Completed.

Objective: Provide increased support to skill training by entering into an agreement with the federal government.

Status: Completed.

Objective: Expand cooperative training programs with industry.

Status: Completed.

Community Outreach Policy

Objective: Improve access to post-secondary education outside of major urban centres by restructuring the rural community college system.

Status: Completed.

Objective: Establish a new Education Outreach Fund (EOF) to improve access to post-secondary education for rural and northern residents.

Status: Completed.

Objective: Establish a Distance Education Council to oversee development of new satellite and electronic technology.

Status: Completed.

The Universities

Objective: Establish a new language centre at the University of Regina.

Status: Under construction.

Objective: Host a national forum on the future of post-secondary education.

Status: Completed.

Objective: Examine the feasibility of establishing a new Agriculture Commodities Research Institute at the University of Saskatchewan.

Status: In progress.

Objective: Examine the possibility of developing a first and second year Arts and Science curriculum that is common to both of Saskatchewan's universities.

Status: Significant progress.

- Progress At A Glance

Literacy

Objective: Propose a national volunteer campaign to promote adult literacy.

Status: Significant progress.

Objective: Establish a provincial council to coordinate a campaign in Saskatchewan.

Status: Completed.

Objective: Work with the high schools to reduce student drop-out rates.

Status: Significant progress.

Equity

Objective: Improve access to post-secondary education in the north by consolidating the northern community colleges to form a new Northlands Career College.

Status: Completed.

Objective: Increase the number of women in senior management positions at all publicly-funded adult education institutions.

Status: Significant progress.

Objective: Make single parents eligible for additional financial assistance under Student Aid.

Status: Completed.

Objective: Develop a policy for adult education institutions to provide handicapped students with equality of access.

Status: In progress.

Objective: Facilitate increased representation of women in non-traditional professions.

Status: In progress.

Objective: Bring about joint native control and management of the Native Services Division of the new Saskatchewan Institute of Applied Science and Technology.

Status: Completed.

Funding

Objective: Request the universities and colleges to improve their corporate and public fund-raising efforts.

Status: Significant progress.

Objective: Explore new sources of funding with industry and the federal government.

Status: In progress.

Objective: Consolidate and simplify the Student Loans Program.

Status: Significant progress.

Objective: Write down all student loans to 6% for three years.

Status: Completed.

Objective: Convert bursaries to forgivable loans.

Status: Completed.

Eight regional colleges are now in place to meet the needs of southern and central Saskatchewan. Northlands Career College serves northern Saskatchewan through campuses in La Ronge, Beauval and Creighton.

The new regional college network has a clearly defined mandate. Its role is to provide improved access to post-secondary education by making university and institute courses more readily available outside of major urban centres. The colleges also offer adult basic education, career services and literacy.

The hobby and leisure courses formerly offered by the community colleges are now the responsibility of local community groups rather than the college system.

Distance Education

Major new initiatives in distance education were undertaken during the reporting year, all geared to making adult education more readily accessible to Saskatchewan students.

A Distance Education Council was appointed by the Minister of Education in October, 1987. The sixteen-member Council is responsible for coordinating all distance education activities, assessing new technology and providing advice on new distance education programs.

Also in 1987, a $3 million Education Outreach Fund (EOF) was established to improve access to post-secondary education for rural and northern residents. By the end of the reporting year hundreds of students in communities all over Saskatchewan had access to university and technical institute courses by electronic means, all made possible by EOF. Many more students will benefit from the electronic transmission of varied forms of instruction in the years to come.

Literacy

Almost 20% of Saskatchewan's adult population has less than a grade 9 education. Many of them have difficulty reading and writing, and some are illiterate.

The cost measured in terms of unrealized potential, frustration and broken dreams is enormous. The cost in economic terms is equally daunting. Knowledge is the key raw material of the future, which means that the fundamental language skills through which knowledge is acquired and conveyed become even more critical.

The Saskatchewan Literacy Campaign was officially announced on September 8, 1987, along with a newly-appointed Saskatchewan Literacy Council to coordinate the volunteer-based campaign. By the end of the reporting year more than 800 adults were enrolled in literacy programs, receiving instruction from over 600 volunteer tutors. The initial target set for the campaign is to upgrade reading and writing skills for 10,000 Saskatchewan adults by 1990.

Universities

A knowledge-based economy will mean even greater prominence for the institutions at the apex of the learning process.

During the reporting year both Saskatchewan universities undertook a review of what they teach and how they teach it, exercises fully endorsed by Saskatchewan Education. Now more than ever there must be a clear focus and direction for our university programs.

To further this end, in October, 1987 Saskatchewan Education played host to the first-ever National Forum on Post-Secondary Education. This event assembled delegates from across Canada to explore future directions for Canada's post-secondary education system.

Some opportunities can be exploited immediately. For example, in November, 1987 a new Summer Centre for International Languages (SCIL) was established at the University of Regina (Luther College). In the summer of 1988 SCIL will offer its first selection of courses in foreign languages and cultures such as Chinese, Arabic, Japanese and Russian. As global trade increases, it will become increasingly important for Saskatchewan to be able to speak to the nations of the world in their own languages.

Within the next year work will commence on a new $92 million Agriculture Complex at the University of Saskatchewan. This world class teaching and research facility is scheduled for completion in 1991. The University of Saskatchewan is quickly becoming the logical choice for a national "centre of excellence" in agriculture.

Looking Ahead

The first steps were taken in 1987-88 to prepare Saskatchewan's post-secondary education system for the future. Much remains to be done.

In the years ahead particular attention will be given to broader issues such as building a more equitable education system; examining new aproaches to financing, admissions and enrolment policy; re-examining the question of province-wide standards; and establishing retraining programs for older workers.

Education Development Fund

The Education Development Fund (EDF) was established in 1985 to finance improvements to Saskatchewan's kindergarten to grade 12 education system.

EDF expenditures came to $14.5 million in 1987-88. School divisions received $13.8 million for local projects. A further $750,000 was assigned to Saskatchewan Education for provincial initiatives, or for distribution to other educational agencies pursuing activities consistent with EDF objectives.

EDF resources are distributed to school divisions on the basis of the size of the student population along with the Foundation Grant Formula. Funds are made available for use in three general categories: upgrading learning resources, improving efficiency and program improvements.

Approximately 25 per cent of the fund is allocated for projects that upgrade learning resources. Examples include literacy and resource centre acquisitions, computers and other technological purchases.

A further 20 percent of the fund is allocated for projects to improve school efficiency - measures which can be expected to pay for themselves over time. Examples include energy conservation, maintenance and measures to reduce program costs.

Approximately 55 per cent of the fund is designated for projects to improve the quality of educational programs. Target areas include development of basic life skills, dropout prevention and gifted education.

EDF is designed to foster improved coordination between the province and local school divisions. The fund allows for local initiative and autonomy in the development and implementation of projects, while also ensuring that provincial priorities are pursued in a coordinated manner. Operation of the fund is a joint responsibility of local school division officials and regional directors of education.

Several general principles underlie operation of the fund:

- Projects should be geared to meeting local needs, but must also accommodate provincial priorities.

  Local and provincial initiatives should be consistent with the *Directions* blueprint for improving the education system.
- EDF resources must be used effectively, and accountability mechanisms are in place to further this end.
- Improving the efficiency of the education system should be a prime objective of any initiative.
- Local officials should emphasize long range planning in developing their educational goals and objectives.

Total EDF expenditures from the date of its establishment in 1985 to June 30, 1988 come to $53.9 million. School divisions have received $50.6 million over the fund's first three years of operation. A further $3.3 million has been allocated to Saskatchewan Education. The fund is designed to operate until 1995.

School Division Projects

There were 332 new school division projects approved in 1987-88. A further 787 projects were continued from previous years. Five hundred and eighty-six projects were completed during the year.

Provincial Initiatives

Saskatchewan Education received $.75 million from EDF in 1987-88. With these funds, the department undertook the following initiatives:

- Curriculum Development - $525,000. EDF provided support to a variety of Saskatchewan School Improvement Program projects. EDF resources were also made available to the Saskatchewan Instructional Development Research Unit (University of Regina) to assist school divisions in improving instructional strategies, to the Saskatchewan Educational Leadership Unit (University of Saskatchewan) to help school division personnel improve their leadership skills, and to the Saskatchewan Professional Development Unit (Saskatchewan Teachers Federation) to help school divisions provide more effective professional development opportunities for staff. EDF resources were used for the production of curriculum materials related to the new core curriculum, and the sponsorship of province-wide symposia on the new curriculum. School-based evaluation projects also received support from EDF.
- Special Education - $105,000. Improvements to special education included inservice training for teachers of gifted learners, field consultation services for visually impaired students, and curriculum development for multiply handicapped students.
- Official Minority Language Office - $65,000. EDF resources enabled Core Curriculum materials to be adapted for use in designated French schools.
- Correspondence School - $55,000. Assistance was provided for the production of new courses and updating of course materials. EDF resources also enabled the continued operation of the toll-free telephone service.

National Forum on Post-Secondary Education

Post-secondary education was at one time the exclusive purview of a privileged few. The phenomenal growth in post-secondary education over the past three decades marked the end of that era.

Between 1960 and 1985, full-time post-secondary enrolment in Canadian universities and other institutions more than quadrupled. In 1960 one in every ten youth aged 18 to 24 enrolled in post-secondary education of some form. By 1985 the ratio was one in every four.

In 1970 total expenditures on post-secondary education in Canada were $2.2 billion. By 1985 this had grown to $9.3 billion. Growing costs have meant an increasingly prominent role for government, in financial terms. In 1955 governments of all levels provided 58% of university operating expenditures. By 1985 this figure stood at 78%.

Post-secondary education is now much more widely accessible than ever before. A wider range of programs is available than ever before. Research activity has mushroomed.

However, over the past several years it has become increasingly clear that these accomplishments do not represent grounds for complacency. Can Canada's post-secondary education system produce the graduates needed by different sectors of the Canadian economy in the 1990s and early twenty-first century? Is it capable of carrying out the research that will be required to enable Canada to compete successfully in the international arena, while also contributing to the social welfare and environmental well being of the global community? Can post-secondary education continue to contribute to Canada's cultural development, strengthening the bonds of bilingualism and multiculturalism? How can continued accessibility be ensured? What are the financial implications of new and growing demands on post-secondary education, and how can they be met?

These and other issues were the focus of the first-ever National Forum on Post-Secondary Education held in Saskatoon October 25-28, 1987. The forum brought together 500 delegates from all across Canada. Teachers, students, research personnel, administrators, private and public sector employers, labour leaders, government officials, representatives from special interest groups - all those with a stake in post-secondary education were represented. The forum provided an opportunity for all groups to consult one another and try to achieve a better understanding of their varied needs and objectives.

Definitive answers were not found in four days, nor were they anticipated. Nonetheless, the forum accomplished a great deal. It focussed national attention on the importance of post-secondary education to Canada's future. It demonstrated the effectiveness of a cooperative approach. And it clearly showed that simply continuing what has been done in the past will not be adequate in the future. Major changes are required to meet Canada's needs in a knowledge-based global society.

A number of specific goals were identified. Accessibility was highlighted as a top priority: that to the maximum possible extent, post-secondary education should be available to anyone, anywhere, regardless of economic circumstance. In addition, much more needs to be done to define a common sense of purpose for post-secondary education, to expand research activities while bringing them into sharper focus, and to improve coordination between the federal and provincial governments on matters such as research, foreign students and student aid.

A final point of agreement was that the forum must mark the beginning of a process of transformation for post-secondary education, not the end. The true measure of the forum will be the success of the follow-up measures that flow from it.

Federal-Provincial Agreement on French Education

In June, 1988 the Province of Saskatchewan entered into an agreement with the Government of Canada that will make major improvements to French education in Saskatchewan, and also enable studies in other languages to be greatly expanded.

The Subsidiary Agreement on French Education provides a formal framework for federal assistance to Saskatchewan in areas of mutual concern. Specifically, it provides for establishment of a new Language Training Institute at the University of Regina and the reconstruction of College Mathieu in Gravelbourg. The wide-ranging agreement will also allow for improvements to French minority language education and French second-language instruction, and development of a means for management, control and funding of minority language schools.

The joint agreement covers a ten year period from June, 1988 to March 31, 1998 with provision for extension beyond that point. The Government of Canada has committed more than $56 million towards implementing the provisions of the agreement over the next five years.

French education includes instructing non-francophones in the use of French as a second language, and providing the francophone minority with the opportunity to learn all subjects in French. More than 90,000 students are currently enrolled in various programs designed to meet these needs, an increase of more than 40,000 from as recently as six years ago.

The sub-agreement allows the Province of Saskatchewan to set its own priorities and work towards them in an effective manner, based on the practical needs of the people of Saskatchewan. It provides a workable agenda for meeting the French education needs of both francophone and non-francophone Saskatchewan residents. It also provides a means of placing Saskatchewan squarely on the map as a centre for instruction in all major languages.

Language Training Institute

A new Language Training Institute (LTI) will be established at the University of Regina. It is expected that, in time, LTI will become a centre of excellence in language studies for all of Western Canada.

LTI will build on existing facilities at the University of Regina: the Bilingual Studies Centre and the new Summer Centre for International Languages at Luther College. It will provide members of the Saskatchewan francophone community and those from other provinces with an opportunity to pursue post-secondary studies in their own language. It will also become a Western Canadian centre for training in a variety of trade languages.

Under the terms of the sub-agreement the Government of Canada will contribute $17 million towards the cost of the new Institute. A total of $10 million will be provided for capital expenditures over five years beginning in 1988-89. A further $4.3 million will be provided towards the cost of program development over a five year period, and $2.75 million will be made available for teacher bursaries and student fellowships.

College Mathieu

College Mathieu in Gravelbourg plays a unique and vital role in meeting the education needs of the francophone community. In May, 1988 tragedy struck the College when fire destroyed both the main building and gymnasium, leaving 130 students without facilities and a historic landmark in ruins.

The sub-agreement provides $5.6 million towards the estimated $8 million cost of reconstruction; $4 million from the Government of Canada and $1.6 million from the Province of Saskatchewan. The College has undertaken to raise $.9 million, and $1.5 million in insurance coverage is forthcoming. The sub-agreement provides a means of getting College Mathieu back in full running order at the earliest possible date.

Management and Control of Minority Schools

The sub-agreement provides a financial framework for resolving the question of management and control of French minority language schools.

The Province of Saskatchewan wishes to work with the francophone community to implement a mutually agreeable system. Such an agreement should encompass financial administration, programming, recruitment of teachers and the appointment of administrators. To further this end the Government of Canada will make $26 million available over ten years beginning, in 1988-89.

French Minority Language Education

To complement the development of a system of management and control, Canada and Saskatchewan will work towards further improving services for the education of Saskatchewan francophones in their own language.

Consideration will be given to curriculum development, improving access to French minority language education at the secondary level, improving existing facilities, developing new ones, and reviewing the criteria for designating French minority language schools. The Government of Canada will provide $10 million over the next five years to further these ends.

French Second Language Education

The sub-agreement also allows Canada and Saskatchewan to explore ways of extending access to education in French as a second language.

This will include assisting schools to expand the availability of French immersion and core French programs along with helping teachers acquire or upgrade their French language training. A cost-sharing arrangement will be developed to enable these goals to be reached.

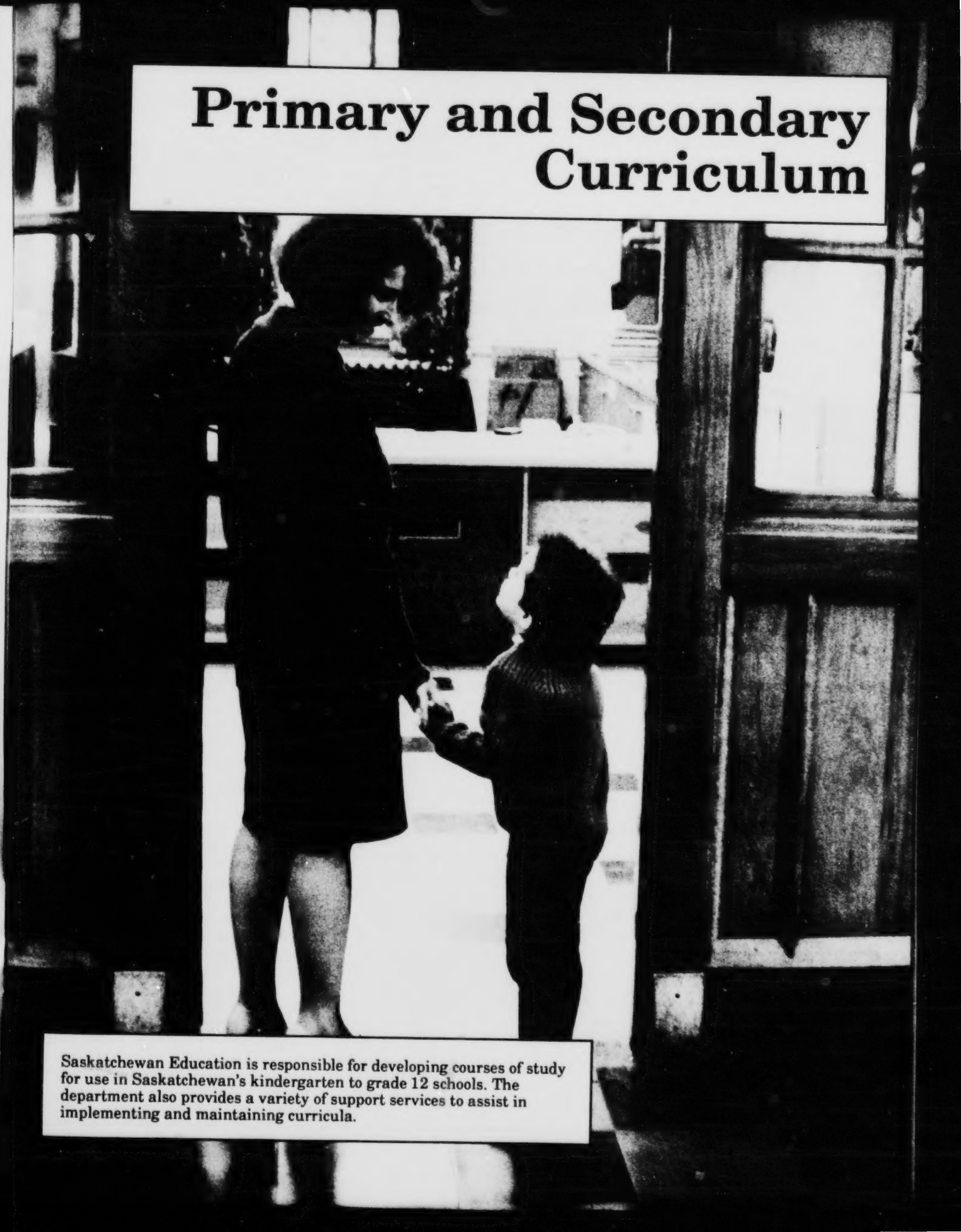
Implications of the Sub-Agreement

Issues surrounding language and issues relating to French education are not new in Saskatchewan. They pre-date Saskatchewan's entry into Confederation, for the Governing Council of the North West Territories grappled with matters such as the language of instruction in schools, and the management and control of schools.

The sub-agreement does not provide perfect solutions to all French education problems, but it does provide the financial means to find them. It recognizes that education is the key to resolving language issues, for it is knowledge that helps to break down walls of fear and suspicion. Knowledge allows the beauty and vitality of other cultures to shine through.

For this reason the Subsidiary Agreement on French Education represents a landmark document for Saskatchewan. It will make a major contribution to French education, allowing existing programs to be expanded and new ones developed on a scale not before possible. It will also enable equally significant improvements for instruction in other languages. Through the new Language Training Institute, language instruction at the University of Regina can broaden its horizons to include all of Western Canada.

Primary and Secondary Curriculum



Saskatchewan Education is responsible for developing courses of study for use in Saskatchewan's kindergarten to grade 12 schools. The department also provides a variety of support services to assist in implementing and maintaining curricula.

Curriculum Development

Core Curriculum

In March, 1987 Saskatchewan Education introduced a new core curriculum policy for Saskatchewan's kindergarten to grade 12 students, the first major change in primary and secondary curricula since 1963. Key features include the introduction of new required areas of study, common essential learnings, and a requirement that students earn 24 credits to graduate from high school.

During the reporting year Advisory Committees were established for all of the required areas of study, and major progress was made in course development. Development of the common essential learnings is also underway.

Consultation with educators and administrators is a key feature of the implementation plan. An Educational Policies Committee is in place to provide advice on the development and implementation of the new core curriculum on an ongoing basis. All major educational organizations are represented on the Committee.

Implementation will commence in September, 1988. At that time the required areas of study will become the basis of the school program. Teachers will begin to incorporate the common essential learnings into all courses of study.

New courses of study will be implemented as they are developed and made available by Saskatchewan Education. The 24 credit minimum requirement for graduation will be implemented beginning with students entering grade 10 in September, 1988.

The new core curriculum will reinforce basic skills and the traditional academic areas. It will also develop new skills and knowledge to prepare Saskatchewan students for the 21st century. The overall objective is high school graduates better prepared to cope with all facets of life: with furthering their education, succeeding in the workplace, contributing to their community, and attaining fulfillment in their family life.

Humanities

Common Essential Learnings

Progress was made on preparation of a teacher handbook which defines the common essential learnings and provides suggestions for their incorporation into classroom material. The handbook should be available to educators in fall, 1988.

An inservice program and accompanying videotape to support the implementation of the common essential learnings was developed. It will be available for use throughout the school system in 1988-89.

Arts Education

Kindergarten to grade 5 curriculum guides were developed in fall, 1987 for the disciplines of dance, drama, music and visual art. The guides contain suggested activities, resources and evaluation strategies.

A kindergarten to grade 5 arts education pilot course was conducted from January to April, 1988. Ninety-six teachers and principals in fifteen schools participated.

Ongoing evaluation and revision will continue throughout 1988-89.

Program objectives for kindergarten to grade 12 were also reviewed and revised.

English Language Arts

A policy framework and learning objectives for kindergarten to grade 12 English Language Arts was developed during the reporting year, with assistance from the Curriculum Advisory Committee. Final review will be completed in 1988-89, and preparation of elementary curriculum guides will then commence.

Work continued on updating and authorizing course materials for grades 7 to 12.

Kindergarten

The preliminary groundwork was laid for establishment of a kindergarten Curriculum Advisory Committee. Revisions to the kindergarten program are tentatively scheduled to begin early in 1990.

Social Sciences

Social Studies

Division III course development began in 1984 upon completion of an extensive assessment by the Social Studies/Social Sciences Reference Committee. The process continued in 1987-88.

The new grade 8 course *The Individual In Society* was successfully implemented in 1987-88. Although schools have three years to implement the course, most have done so in the first year.

Canada and the World Community, a new grade 7 course, was finalized and readied for implementation. A curriculum guide, textbook and activity handbook are now available for use. Schools have three years to implement the course, beginning with the 1988-89 school year.

The grade 9 course *Roots of Society* was field tested in 1987-88 and is now being revised. Work will continue on the development of instructional materials for this course.

The first draft of a grade 6 curriculum guide will undergo revision in 1988-89, taking into account feedback received from teachers during the 1987-88 reporting year.

Heritage Languages

Overview

Saskatchewan Education designs and delivers German and Ukrainian language programs. Consultative services are also provided for program planning, along with in-service sessions for school divisions and community groups.

Both core and bilingual programs are offered. Core programs are those in which the heritage language is taught as a subject. Bilingual programs are those in which the heritage language is used as the medium of instruction for a maximum of 50% of the school day.

The final report of the Heritage Languages Advisory Committee was completed in 1986-87. One of the Committee's major recommendations was that Saskatchewan Education develop a policy statement on multicultural education.

In response to this recommendation, in 1987-88 the Saskatchewan Instructional Development and Research Unit (University of Regina) completed a report entitled *Multicultural Education, Theory, Policy, Practice and Issues.* Preparation of a draft policy statement is in progress, using this report as a background document.

The Heritage Languages Advisory Committee also recommended that a system be established for granting high school credits to heritage language students receiving instruction in out of school programs. Preliminary investigations of the feasibility of such a system were underway at the end of the reporting year.

German

A German Curriculum Advisory Committee was established in 1987-88 to support curriculum development activities. The Committee's first task is to finalize the grades 7 to 12 German curriculum guide and initiate work on the grades 1 to 6 German language program.

Assistance was provided to teachers, principals and directors of education seeking advice on the implementation of pilot materials and program maintenance. Ongoing liaison was maintained with the Saskatchewan Teachers of German, the Saskatchewan German Council, the two universities, the Saskatchewan Organization for Heritage Languages, and other organizations involved in German language and heritage language education.

Ukrainian

A field-trial edition of the grades 4 to 6 Ukrainian-English Bilingual Education curriculum guide was completed. The guide includes Ukrainian language development in the areas of Ukrainian Language Arts, Social Studies, Physical Education, Health and Arts Education.

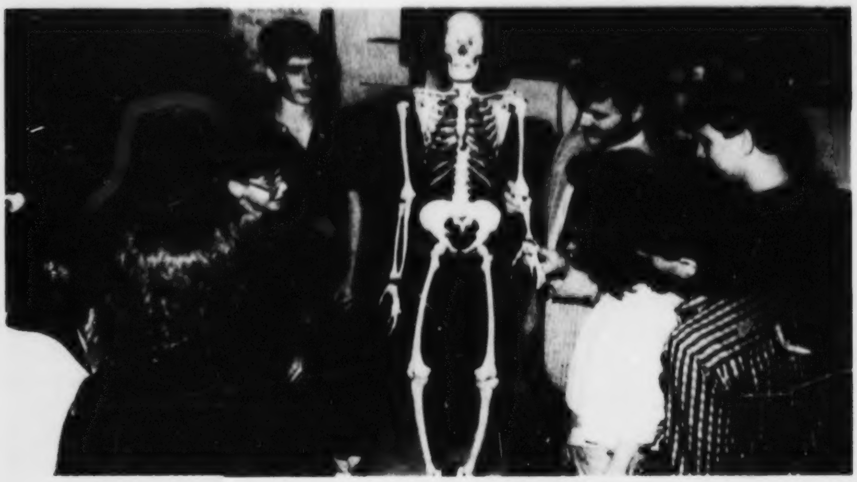
A preliminary draft of the grades 7 to 9 Ukrainian Bilingual Curriculum Guide was initiated.

Instructional resources completed during the year included grades 1 to 3 Ukrainian Language Arts, grades 1 to 6 "KAZKY", grades 4 to 5 Social Studies, and grades 7 to 8 Language Arts.

The Interprovincial Joint Ukrainian Bilingual Curriculum Project entered its second year of operation. Under the project, education department officials from Saskatchewan, Manitoba and Alberta are working towards joint development of Ukrainian bilingual programs.

Grade 4 instructional material for Core Ukrainian was field tested in two schools during the year. New material for grades 5 to 6 is being developed.

Assistance was provided to teachers, principals and community groups seeking advice on the implementation and maintenance of various programs. Ongoing liaison was maintained with the Provincial Council of the Ukrainian Canadian Committee, the Saskatchewan Committee for Ukrainian Language Education, the Saskatchewan Teachers of Ukrainian, the Saskatchewan Organization for Heritage Languages, and other groups involved in Ukrainian and heritage language education.



Mathematics, Science and Practical and Applied Arts

Science

A field study conducted to gather responses from teachers on proposed directions for kindergarten to grade 12 science was completed. Their input along with that of the Science Curriculum Advisory Committee will help determine final science policy recommendations.

Curriculum development for grade 10 science was initiated. Twenty-three sites were selected to pilot kindergarten to grade 5 science in fall, 1988.

Mathematics

Revision of the grade 6 to 9 curriculum guide was completed. The purpose of the revisions was to make the curriculum consistent with the standard of the other grades. Inservice workshops were planned for 1988-89 to familiarize teachers with the new guide.

A Mathematics Curriculum Advisory Committee was in place by the end of the reporting year. Work has begun on kindergarten to grade 12 policy development.

Computer Education

A Computers in Education Advisory Committee was established. It is presently reviewing the scope and sequence program for kindergarten to grade 12. This program identifies appropriate computer education activities for use in all subject areas and at all grade levels. The committee will also be providing recommendations on how best to utilize computer technology in the delivery of the common essential learnings and required areas of study.

Business Education

A draft guideline was prepared by the Work Experience Education Advisory Committee and revised by a Review Committee. It is intended for distribution in the 1988-89 school year.

A Business Education Advisory Committee was in place at year end.

Health and Physical Education

Physical Education

A Physical Education Advisory Committee was formed and held its initial meeting in 1987-88. The committee was established to provide advice on curriculum development on an ongoing basis.

Health Education

Implementation of a new program of study for grades 7 to 9 continued in all Saskatchewan schools, accompanied by inservice workshops for teachers. Development of a teacher handbook is underway, and instructional resources are being evaluated.

An AIDS Education Instructional Unit was jointly developed by Saskatchewan Education and Saskatchewan Health during the year. Before year end it had been field tested and implemented at the grades 8 to 9 level.

These are optional units within the Health Education Curriculum that are delivered only after parent information meetings have been held. There is also a provision whereby students can opt out of the courses if their parents so request.

An AIDS Education Instructional Unit is currently being developed for use at the grades 10 to 12 level. This unit will be field tested and further refined in fall, 1988.

Support to Curriculum Processes

Policy on Resource-Based Learning

In November, 1987 Saskatchewan Education released a major policy document outlining guidelines and responsibilities for school libraries in Saskatchewan. *Resource-Based Learning: Policy, Guidelines and Responsibilities for Saskatchewan Learning Resource Centres* provides a long term policy framework for maintaining and improving school library services.

The policy affirms Saskatchewan Education's commitment to resource-based learning and resource centre development. Resource-based instruction provides a means of meeting the varied needs of individual learners and enabling students to develop information processing skills.

The policy also outlines three stages of development and provides guidelines for achieving quality resource centre services. Finally, the policy outlines the roles the province, schools and local school divisions will have to play to meet the standards suggested by the guidelines. A handbook for schools has been prepared which expands upon the guidelines, and also provides qualitative and quantitative standards for school library development. Copies of the handbook and the policy document are available on request.

Locally Developed Courses

When the needs of certain students cannot be adequately met through provincially developed courses, special courses may be developed at the local level. Locally developed courses require provincial approval if students are to received credit for them. Saskatchewan Education assists individual schools by reviewing locally developed courses and either approving them or suggesting modifications to bring them in line with provincial standards.

Approval for credit was given to over 100 locally developed courses at the high school level in 1987-88.

Resource Centre

Saskatchewan Education's Resource Centre provides research and reference support to department staff, directors and superintendents of education and, through inter-library loan, to the general public.

The Resource Centre also handles production and distribution of large print and braille books along with audiotapes to visually impaired students in Saskatchewan schools.

In 1987-88 the Resource Centre:

- handled 2,132 requests for information, including computer searches;
- processed 6,733 requests for professional materials and 639 requests for special materials;
- processed 1,329 inter-library loan requests;
- catalogued 521 professional titles and 103 special materials; and,
- produced 49 large print books.

Materials Evaluation and Production Planning

Saskatchewan Education evaluates textbooks, films, videotapes, computer courseware and other instructional materials to ensure their suitability for use in provincial schools. Evaluations are done by the department in conjunction with 385 volunteer teachers, principals and school administrators who assist in field testing.

Priority areas in 1987-88 were English 10, 20 and 30, grades 7 to 9 English language arts, grades 7 to 9 health, grades 7 to 9 social studies, grades 1 to 9 arts education, keyboarding, and grades 7 to 12 literature with Indian/Metis content.

In summary, 1987-88 activities were as follows:

- 224 textbooks were reviewed and 23 were authorized for use in Saskatchewan schools;
- 1,282 books, filmstrip kits and computer courseware kits were evaluated;
- 52 sixteen millimetre films were evaluated;
- 5 videotape series were purchased and 22 were evaluated; and,
- production continued on a sound-filmstrip kit to support a grade 9 social studies course.

Textbook Authorization

Textbooks are major instructional sources, and their authorization is therefore a particularly important part of course design and maintenance. During the year Saskatchewan Education authorized 23 textbooks from grades 1 to 12 for use in provincial schools.

Newly approved texts are included in the Textbook Circular, a publication which identifies all materials authorized to support instruction. The circular is made available by the department to educators for use as a guide in purchasing course materials.

Program Implementation

Overview

A network of regional curriculum coordinators is in place to coordinate teacher inservice education activities for new or revised provincial curricula. The coordinators also support inservice education projects initiated by directors, superintendents and professional development committees. The services of consultants and practising teachers are used by the coordinators to further their activities.

Teachers with certain areas of expertise are seconded from boards of education for short periods of time and trained as workshop leaders. They are then available for regional and inter-regional inservice education activities.

Leadership training, implementation of new programs and special projects made up the majority of inservice activities in 1987-88.

Leadership Training

Indian/Metis

Twenty-five teachers attended a three day provincial workshop followed by a one day regional planning workshop. These twenty-five teachers were then able to offer school-based workshops in phase I inservice activities for colleagues who wished to learn more about teaching native children.

Twenty teachers attended a three day provincial workshop. This enabled them to deliver phase I inservice workshops in at least one school and begin implementing phase II workshops.

Social Studies

Fifty-five teachers attended a two day provincial training workshop followed by a one day regional planning workshop. These teachers then conducted two day workshops for teachers who will be offering the new grade 8 social studies course. Twenty-eight two day workshops were held, attended by 590 teachers.

Implementation of New Programs

Core French

Regional workshops for schools implementing kindergarten to grade 3 Core French were held in fall 1987. Eighteen workshops were held, attended by 400 teachers. Inservice training was provided in the use of the new curriculum guide and activity manual.

Also in fall, 1987, six workshops were held for schools implementing grades 4 to 8 Core French. A total of 214 teachers received inservice training in the use of the new curriculum guide for grades 4 to 12 and the grades 4 to 8 activity manual.

Health

A total of 340 teachers attended 13 workshops held to assist implementation of grades 7 to 9 Health. Inservice training is the key to successful implementation of this program, and the positive response to all sessions is therefore very encouraging.

Social Studies

A total of 590 teachers attended 28 workshops held to facilitate the implementation of grade 8 Social Studies. The teachers were given the background behind development of a concept-based course and some of the skills necessary to teach such a course.

Special Projects

Arts Education

Ninety-six teachers from 15 school divisions attended a two day workshop in November on the kindergarten to grade 5 Arts Education pilot project. These teachers are now offering this course on a pilot basis in their schools.

Health

Two inservice sessions were held to provide information on the new grades 3, 8 and 9 AIDS education material. The subsequent pilot project was successful.

Language Arts

One hundred and seventy-five teachers attended a one day workshop to provide feedback on the new policy proposal for kindergarten to grade 12 English Language Arts.

Their comments and suggestions helped set a direction for English Language Arts development.

Native Studies

Eighteen teachers who were piloting Native Studies 10 in their schools attended two workshops to provide Saskatchewan Education with feedback on the new course. Their comments indicate the course has been well received.

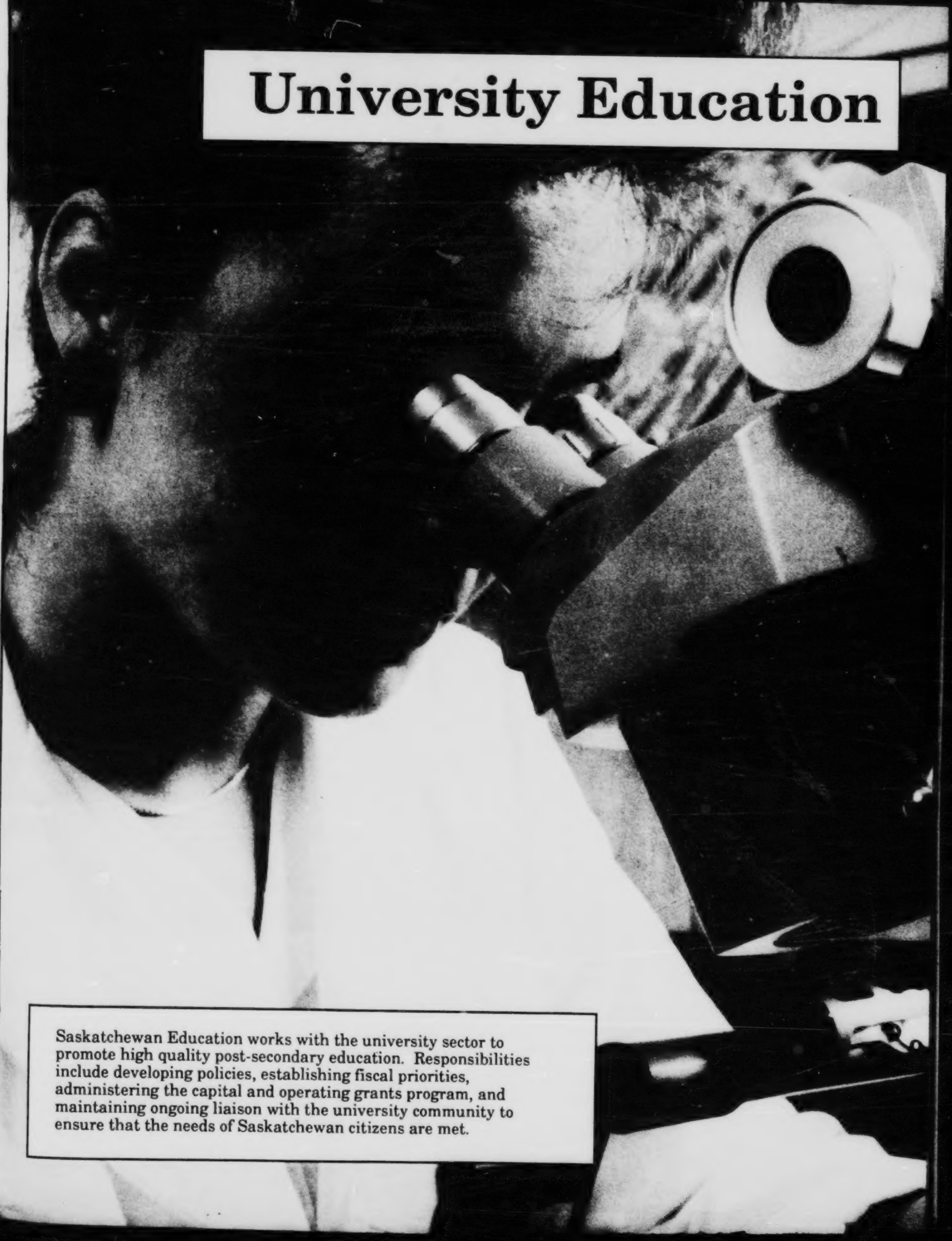
Science

One hundred and ninety-five teachers attended a one day workshop to provide feedback on a proposal for kindergarten to grade 12 science curriculum. Their input assisted Saskatchewan Education in developing a plan for Science curriculum development.

Social Studies

Two inservice workshops were held; one for teachers piloting grade 7 Social Studies and another for those piloting a new course at the grade 9 level. The commentary was instructive. The grade 7 course has been well received.

University Education



Saskatchewan Education works with the university sector to promote high quality post-secondary education. Responsibilities include developing policies, establishing fiscal priorities, administering the capital and operating grants program, and maintaining ongoing liaison with the university community to ensure that the needs of Saskatchewan citizens are met.

University Education

Overview

Saskatchewan's two universities offer a full range of post-secondary academic programs. The University of Regina in Regina and the University of Saskatchewan in Saskatoon together serve more than 20,000 full-time equivalent students annually.

Saskatchewan also has eleven different federated and affiliated colleges which meet a variety of post-secondary education needs. These institutions operate independently from the two universities, offering programs to address the objectives of their particular constituencies. However, the federated colleges are academically integrated with the universities and offer a wide range of full credit classes leading to degrees, primarily in the arts and sciences. The affiliated colleges concentrate on religious instruction, but also offer a limited number of university credit classes.

Enrolment

There were 21,809 full-time equivalent students enrolled at Saskatchewan's universities in 1987-88, a slight decrease from the previous year but a 30% increase from as recently as 1981-82. The full-time equivalent figure includes full-time on-campus, off-campus, part-time and summer/intersession students.

Funding

Operating grants to universities totalled $143,560,000 in 1987-88. A further $23,480,000 in capital grants was provided, bringing total funding to $167,040,000. This represents a 43% increase from 1981-82.

University Renewal and Development Fund

The University Renewal and Development Fund (URDF) was established in 1985. The purpose of URDF is to provide a stable, long-term source of funding for capital upgrading and development.

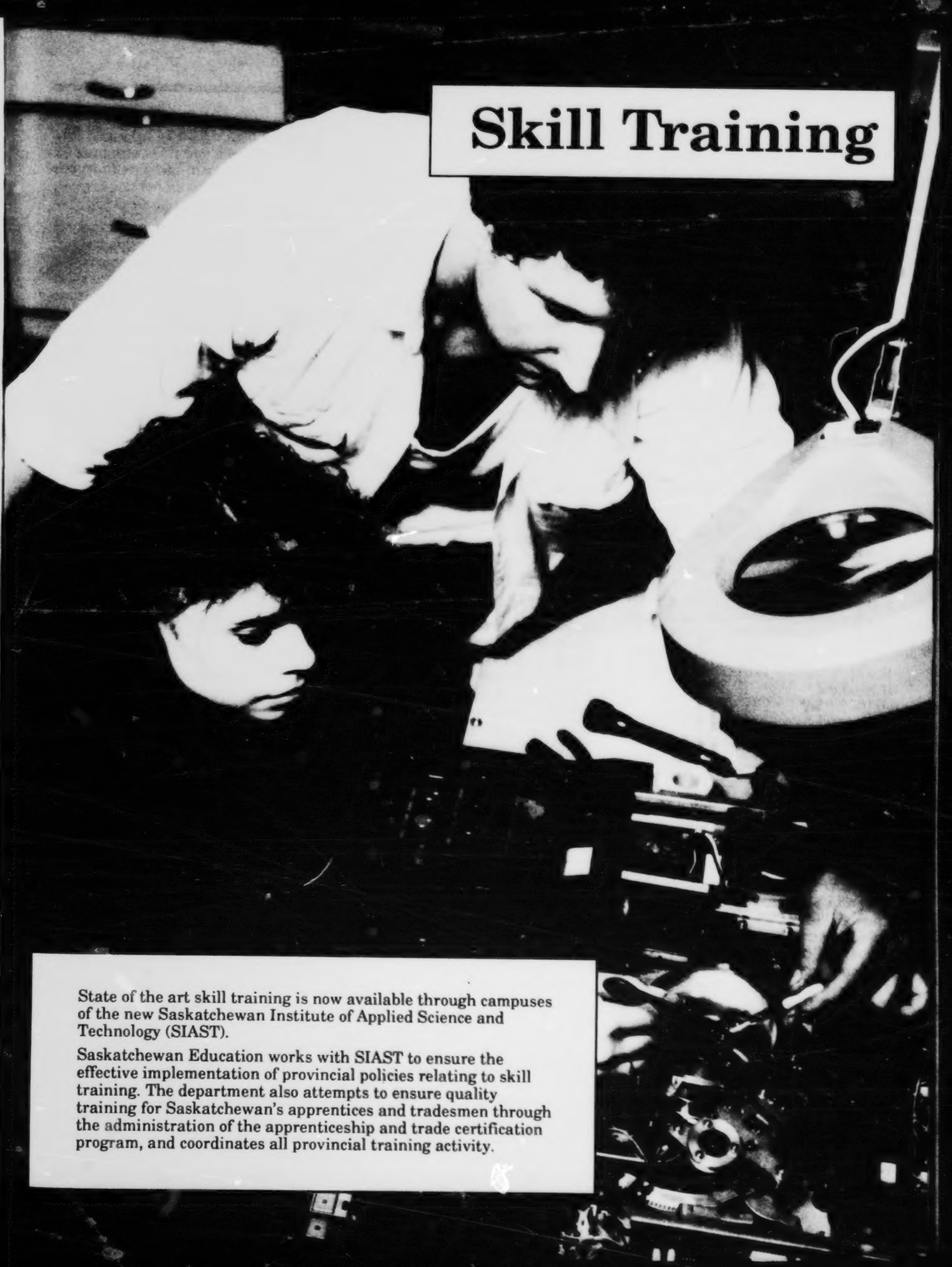
URDF represents a firm commitment on the part of the Government of Saskatchewan to the university community. It encourages the long range planning and development necessary for universities to keep pace with rapid change and meet the growing demand for post-secondary education.

1987-88 URDF Projects

Some of the projects approved for funding in 1987-88 included:

- New Communications System, University of Regina: $.84 million. Projected completion in 1988-89.
- Addition to Maintenance Building, University of Saskatchewan: $1.53 million. Projected completion in 1989-90.
- Library Acquisitions, University of Saskatchewan: $.35 million. Projected completion in 1988-89.
- High Technology Equipment, University of Saskatchewan: $.25 million. Projected completion in 1989-90.

Skill Training



State of the art skill training is now available through campuses of the new Saskatchewan Institute of Applied Science and Technology (SIAST).

Saskatchewan Education works with SIAST to ensure the effective implementation of provincial policies relating to skill training. The department also attempts to ensure quality training for Saskatchewan's apprentices and tradesmen through the administration of the apprenticeship and trade certification program, and coordinates all provincial training activity.

Saskatchewan Institute of Applied Science and Technology

Creation of SIAST

The Institute Act was proclaimed January 1, 1988, formally establishing the new Saskatchewan Institute of Applied Science and Technology (SIAST).

SIAST was created by combining the four technical institutes, the four urban community colleges, the Advanced Technology Training Centre in Saskatoon and the Meadow Lake Vocational Centre into one institution. In the process SIAST became one of the largest educational bodies in the province, second only to the University of Saskatchewan.

SIAST is now the major vehicle for delivering the skills required by adults, business and industry in Saskatchewan. It combines the best features of the technical institutes and community colleges that it encompasses, blending the responsiveness of the colleges with the high quality skill training of the institutes.

Structure of SIAST

SIAST consists of four campuses: Wascana Campus in Regina, Kelsey Campus in Saskatoon, Palliser Campus in Moose Jaw and Woodland Campus in Prince Albert.

Wascana Campus encompasses the former Wascana Institute of Applied Arts and Sciences along with the Regina Plains Community College. Kelsey Campus consists of the former Kelsey Institute, Saskatoon Region Community College, and the Advanced Technology Training Centre. Palliser Campus takes in the former Saskatchewan Technical Institute and the Coteau Range Community College. Woodland Campus is made up of the former Northern Institute of Technology, Prince Albert Region Community College and the Meadow Lake Vocational Centre.

SIAST operates independently from government, reporting to a board of directors. The board is responsible for managing the overall operation of the institute including programs, budget and personnel.

Saskatchewan Education's role is now primarily consultative. The department works with SIAST to ensure the quality and the effective implementation of provincial skill training programs, and administers the provisions of *The Institute Act*.

As of January 1, 1988 SIAST will be preparing its own annual report which will include statistical information formerly contained in the Saskatchewan Education Annual Report.

Management of SIAST

An Interim Governing Council was appointed to manage the initial transition period of SIAST. It established preliminary guidelines in the areas of personnel, financing and programs.

In June, 1988 a permanent seventeen-member Board of Directors was appointed to manage the operation of SIAST.

Programs

SIAST combines the vocational and educational training programs formerly offered by both the technical institutes and urban community colleges. In conjunction with Saskatchewan's regional colleges and universities, SIAST makes state of the art training available in all corners of the province.

The new institute offers:

- certificate and diploma credit courses in sciences, trades and technologies;
- apprenticeship training;
- custom-developed programs for industry;
- career counselling;
- adult basic education;
- brokered university credit programs (in Moose Jaw and Prince Albert); and,
- expanded alumni services, including retraining and upgrading.

Kelsey Campus

The Extension/Development Division experienced tremendous growth in the delivery of courses through the Saskatchewan Skills Extension Program. There was also a notable increase in programs to upgrade the skills of adult learners.

The second year of the Personal Development Worker program was approved for the Health Science and Community Services Division. It will commence in August, 1988.

The first year of Diploma Nursing was delivered at North Battleford to 20 students of Native ancestry. This program received international recognition for its innovativeness.

The day-release training program for journeyman cooks was implemented on a full scale in 1987-88. Trainees in this program are released for one day a week by their employers in order to receive qualifying apprenticeship training on-campus at Kelsey. Ten students graduated from the program in June, 1988; the first ever graduating class.

Eight scholarships were awarded to students in the Industrial Electronics Technician and Technology program. This program presently boasts a 100% employment rate for its graduates.

The Churchill Centre coordinated a week of activity highlighting Indian and Metis culture. Five hundred students from across the province participated in the annual "Spend-A-Day" program, designed to increase awareness of what Kelsey Campus has to offer.

Woodland Campus

Woodland Campus offered programming in 41 areas of study during its second year of operation.

Programs offered for the first time included Correctional Worker, Micro Electronics Technician, Roofer Apprenticeship and Vocational Forestry. New programs presently being developed include Audio Visual Technician, Mining Technician, Radio and Television Apprenticeship, and Truck and Transport Repair Apprenticeship.

Distance education programs continued to expand. Training Centres became operational in Buffalo Narrows, Beauval, Creighton, Onion Lake and Yorkton. These centres all now offer on-site instruction along with on-line computer testing capabilities.

The campus was able to offer a large number of Saskatchewan Skills Extension Program courses throughout the province, primarily in the areas of Trades and Resources along with Business and Applied Arts. A variety of adult education programs were also introduced.

Wascana Campus

A number of adjustments to regular program offerings occurred during the year as Wascana Campus moved towards aligning their training to the identified needs of industry. The result was a slight reduction in on-campus enrolments. At the same time considerable success was achieved in expanding Extension Division offerings.

A Swine Technician Program was jointly developed by Wascana Campus, Saskatchewan Agriculture and the Saskatchewan Pork Producers Marketing Board. The program will be implemented in fall, 1988. Its purpose is to prepare skilled workers for employment in the growing swine production industry. Upon completion and evaluation of the basic level training, development of advanced materials to qualify students as Herdsmen and Hog Production Manager will be considered.

Delivery of agricultural courses through the regional colleges continued at a high level, with a marginal increase over 1986-87.

Enrolment in the Nursing Refresher Distance Education program remained at near capacity. Dental Hygiene training spaces were increased from 10 to 30, indicating the campus can respond to shifts in employment demand.

A number of specialty welding courses and Journeyman Updating courses were provided, primarily in response to employment demand generated by the Regina upgrader. Further growth in this type of training is anticipated.

Within the framework of its Affirmative Action Program, Wascana Campus again exceeded the targeted level of participation by native students. In 1987-88, the overall participation rate was 22% of all on-campus programs. During the same period increased numbers of applicants with physical handicaps were assessed and accepted into various programs.

Palliser Campus

The Heavy Equipment Operator and Truck Driver Training programs were transferred to Woodland Campus in Prince Albert. The program capacity in six other Palliser programs was reduced to more accurately reflect market demand.

The Engineering Technology Division began changes which will be introduced in their programs in fall, 1988. Three more programs were converted to the Cooperative Education method of training: Architectural Engineering, Civil Engineering and Water Resources Technology programs. The Instrumentation Technology program offered apprenticeship training for the first time.

A core curriculum for two technology programs – Building Construction and Electrical Construction – was developed. Students will enrol in a common first semester in either of these two programs, and then move into their chosen technology program.

Apprenticeship and Trade Certification

Saskatchewan Education is responsible for ensuring that Saskatchewan's apprentices and tradesmen are equipped with the necessary skills and knowledge to function effectively in the workplace. To further this end, the department:

- develops, administers and promotes the apprenticeship and trade certification program;
- participates in the development and implementation of the Interprovincial Standards "Red Seal" Program;
- develops and administers the provincial tradesman upgrading and journeyman updating program; and,
- fulfills the province's responsibilities relating to the industrial training programs funded under the Canadian Jobs Strategy.

Canada-Saskatchewan Apprenticeship Study

The Canada-Saskatchewan Apprenticeship Study was completed in the summer of 1987. This report was a joint undertaking of the federal and provincial governments along with the Provincial Apprenticeship Board and trade advisory boards.

The study reviewed the following:

- the appropriate sharing of financing for apprenticeship training among apprentices, employers and the federal and provincial governments;
- how to increase participation in apprenticeship training of groups such as women, natives, the disabled, social assistance recipients and visible minorities; and,
- ways of increasing cost-effectiveness, including methods of delivery and responsiveness to labour market requirements.

One of the study's more significant findings was that the existing apprenticeship program in Saskatchewan is a very effective, cost-efficient and widely supported approach to skill training.

The study was directed by a steering committee of federal and provincial officials along with industry representatives. The committee concluded that the apprenticeship program must be supported in a manner that will maintain the quality of training, and the ability to respond to industry demands for skilled labour.

Further negotiations will take place between all participants, leading to the implementation of new agreements respecting the funding of apprenticeship training in 1988-89.

Conference on Apprenticeship Training in the Future

In fall, 1988 a Saskatchewan Apprenticeship Conference will be held in Saskatoon. The conference will bring together representatives from the province's 32 designated trades, industry spokesmen, educators and government personnel to examine future trends. The conference will also address the future training needs of industry.

The Apprenticeable Trades Coordinating Group

The Apprenticeable Trades Coordinating Group (ATCOG) was established by the Saskatchewan Provincial Apprenticeship Board in response to an initiative taken by the Canada Employment and Immigration Commission. The overall objective is to establish a third party coordinating group that will contribute to a more effective implementation of the Canadian Jobs Strategy.

The mandate of ATCOG is to identify, in conjunction with Saskatchewan Education, the updating training needs of journeymen in designated trades and to purchase training on their behalf.

First Joint Meeting of Trade Advisory Board Chairmen

In February, 1988 Saskatchewan Education organized a joint meeting of the Provincial Apprenticeship Board and trade advisory board chairmen, a meeting believed to be the first of its kind in Canada.

The purpose of the meeting was to inform members of the recent establishment of the Apprenticeable Trades Coordinating Group and to develop a plan for identifying the updating training needs of journeymen.

Journeyman Updating and Tradesman Upgrading

Industry has periodically requested that opportunities be made available for tradesmen and journeymen to upgrade and update their skills.

Saskatchewan Education offered an expanded upgrading and updating program in 1987-88. A total of 1,781 tradesmen and journeymen participated, up from 933 in 1986-87.

This additional training helped tradesmen and journeymen maintain their competitive edge in the workplace. It also helped many of them to obtain employment at such places as the Co-op Upgrader in Regina, and at other locations throughout the province. Training was provided for carpenters, cooks, crane and hoist operators, cement finishers, electricians, insulators, industrial instrument mechanics, motor vehicle body repairers, motor vehicle mechanics, plumbers, steamfitters-pipefitters, and welders.

Industrial Training

Industrial training in the province is jointly administered by Saskatchewan Education and the Canada Employment and Immigration Commission (CEIC) under the Canadian Jobs Strategy.

A variety of training programs are in place to meet the specific needs of industry. Examples include the Skill Shortages Program, the Skill Investment Program, the Job Development Program and the Job Entry/Re-Entry Program. Under these programs, CEIC provides financial assistance both on and off the job for numerous occupations.

Employers enter into contracts with CEIC and Saskatchewan Education to provide industry-based training. Saskatchewan Education assists with the development of training plans when required, and monitors delivery of the training.

More emphasis will be placed on industrial training programs in the coming years.

Curriculum and Examination Development

Saskatchewan Education continued to work in conjunction with industry and SIAST on the development and revision of provincial occupational analyses, apprenticeship program outlines, upgrading courses for tradesmen and updating courses for journeymen. Examinations were revised where necessary to reflect changes in the designated trades.

Seven federal occupational analyses and six interprovincial examinations were reviewed and validated. Development of a new carpenter examination for the interprovincial "Red Seal" program began.

Revisions to the motor vehicle mechanic and industrial mechanic (millwright) programs were completed during the year. Apprentices are now required to complete four rather than three levels of technical training. Similar revisions are being made to the motor vehicle body repairer program.

Saskatchewan Education worked with Saskatchewan Environment and Public Safety to implement safety training relating to the use of propane and gas heaters in the construction trades. This training is now part of the apprenticeship technical training programs.

A study on the motor vehicle mechanic trade was completed. This study, in conjunction with the Human Resource Study done by the Canadian Automotive Repair and Service Industry, will help Saskatchewan Education respond to technological change in this field.

The investigative committee for the radio and television repairer trade completed and submitted its report, based on input from public hearings held earlier in the year. Saskatchewan Education is currently reviewing the committee's recommendations.

Extension of Services to Southern Saskatchewan

Saskatchewan Education plans to open a district office of its Apprenticeship and Trade Certification Branch in Estevan. This is being done to better accommodate the increased training requirements due to construction of the Rafferty and Alameda Dams as well as the Shand Power Station. A district office will allow for closer cooperation between local industry and the department in meeting local training needs. It is expected the office will be operational in July, 1988.

The Swift Current district office was re-opened in June, 1988 to provide better service to southwestern Saskatchewan.

Federal-Provincial Training Agreement

In November, 1987 the Province of Saskatchewan entered into a three year, $160 million agreement with the Government of Canada under the Canadian Jobs Strategy. Under the agreement all Saskatchewan training institutions and employers are free to negotiate directly with Canada Employment Centres for funding to provide training. This enables the demand for skilled workers to be matched with the supply more efficiently. New programs will be better coordinated and also much more accessible. It establishes an orderly training process that should lead to more joint planning between the two levels of government.

Training Programs Coordination

Saskatchewan Education attempts to maximize employment opportunities for Saskatchewan workers, meet labour market needs, and improve access to the workforce by planning, coordinating and managing provincial training activity.

The department administers the training-related costs under the Vocational Rehabilitation of Disabled Persons Agreement, the Non-Status Indian and Metis Program, the Saskatchewan Skills Development Program, the Saskatchewan Skills Extension Program, and regulations for private vocational schools.

Vocational Rehabilitation of Disabled Persons

Under the terms of the Vocational Rehabilitation of Disabled Persons (VRDP) Agreement, rehabilitative vocational training is offered to mentally and/or physically disabled persons who are vocationally handicapped. Costs are equally shared with the federal government through Health and Welfare Canada.

Saskatchewan Education administers the training related costs for trainees approved by the VRDP Training and Selection Committee. This training is one of many rehabilitative services jointly provided with other government departments.

A total of 717 applications were approved under the VRDP program in 1987-88, compared to 654 in 1986-87.

Non-Status Indian and Metis Program

The Non-Status Indian and Metis Program (NSIM) provides a range of training opportunities for Non-Status Indians and Metis. This includes academic upgrading, pre-trades instruction, job readiness preparation, life skills and occupational orientation.

Under the program funds are provided to individual regional colleges and SIAST campuses for direct course, administrative and program support costs. Individual students receive training allowances based on their actual attendance in class.

The NSIM program also covers the cost of full-time and part-time credit programs that are less than twelve weeks in duration and ineligible for Special Incentives Bursary funding through the Saskatchewan Student Assistance Programs.

The NSIM program budget was $4,422,900 for the 1987-88 fiscal year.

Saskatchewan Skills Development Program

The Saskatchewan Skills Development Program (SSDP) began in 1984 as part of the government's welfare reform initiative. The purpose of SSDP is to provide academic and skill training opportunities for social assistance recipients classified as employable.

SSDP is jointly sponsored by Saskatchewan Education and Saskatchewan Social Services.

Under the program regional colleges provide academic upgrading and community-based skill training. SIAST provides institute-related training both on campus and, in rural communities, through the Saskatchewan Skills Extension Program (SSEP).

Many SSDP students have gained valuable training and employment through the work experience component of the program. For others, the completion of grade 12 through upgrading, General Educational Development or departmental academic examinations has led to further education at the technical institute and university level.

The SSDP budget in 1987-88 was $6 million.

Saskatchewan Skills Extension Program

The Saskatchewan Skills Extension Program (SSEP) was established to improve access to technical institute training programs.

Regional colleges and other agencies identify training needs based on present and future employment opportunities in Saskatchewan. A training agreement is then jointly developed by the regional college

and SIAST to enable a suitable training program to be delivered through the college. SIAST determines program standards, monitors program quality and provides certification to graduates. SSEP funds and coordinates the various programs.

SSEP makes skill training programs much more accessible for people in rural and small urban centres. A total of 170 programs were delivered through SSEP in 1987-88; 147 (116,475 training days) in southern Saskatchewan and 23 (19,252 training days) in the north. Only 9 of these were in centres where a SIAST campus is located.

SSEP also reduces dependence on federal funding for off-campus training. It enables provincial training priorities to be advanced independently from those of the federal government when the two do not coincide.

In addition, SSEP improves access in financial terms. SSEP funding enables regional colleges to apply the same fee schedules as SIAST. This allows more students to be trained in or near their home communities, avoiding the costs of a move to a major urban centre.

SSEP emphasizes pre-employment rather than apprenticeship training. Training is geared to current and future employment opportunities, either within a college region or elsewhere within the province.

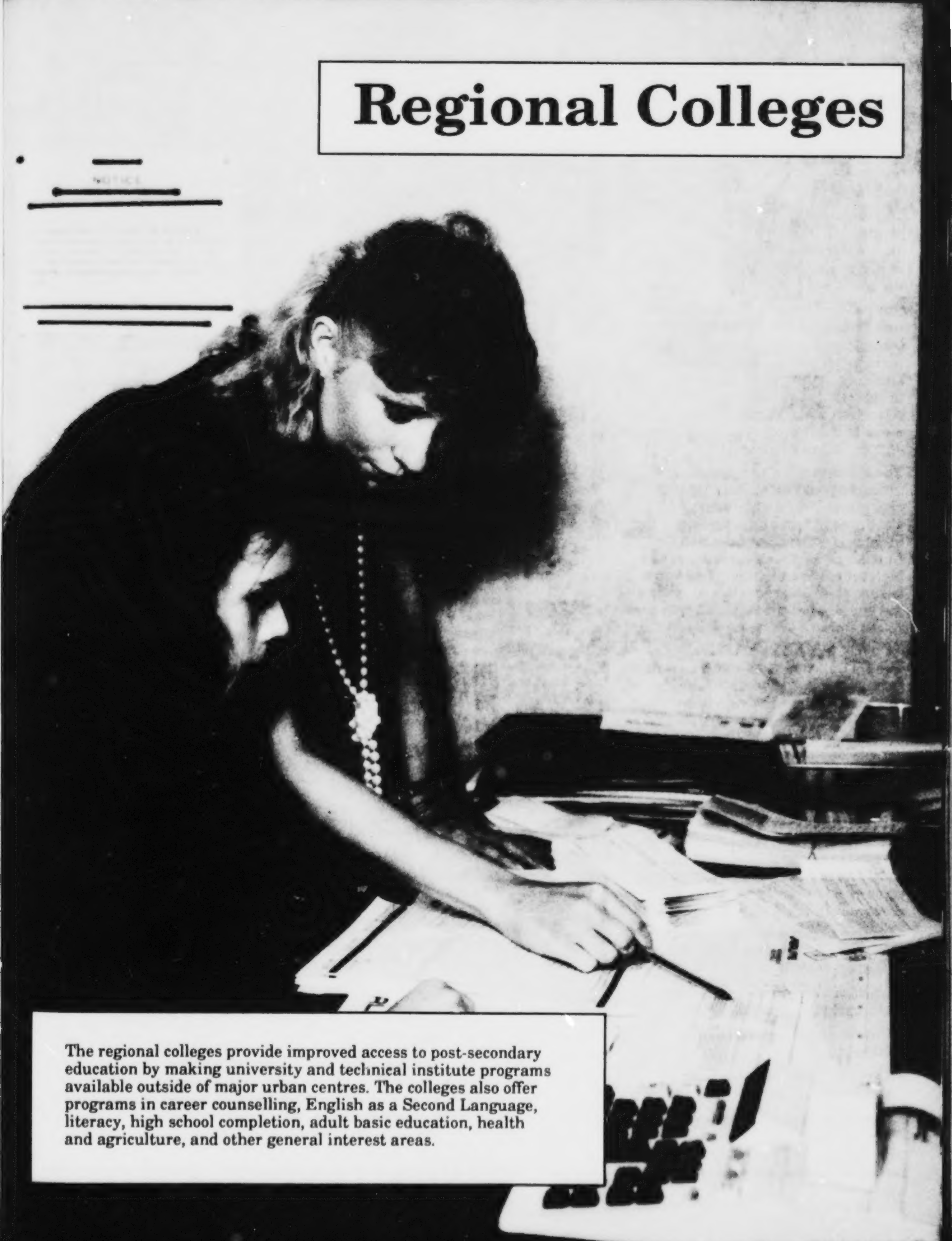
Registered Private Vocational Schools

Saskatchewan Education is responsible for registering private vocational schools in the province under *The Private Vocational Schools Regulation Act.*

Forty private vocational schools were registered under the Act during the 1987 calendar year. These schools offered courses in bartending, beauty culture, business support occupations, electrolysis, estheticianal arts, auctioneering, income tax preparation, radio broadcasting, life skills and driver improvement training.

Private vocational school enrolment was 4,286 in 1987, up from 3,543 in 1986.

Regional Colleges



The regional colleges provide improved access to post-secondary education by making university and technical institute programs available outside of major urban centres. The colleges also offer programs in career counselling, English as a Second Language, literacy, high school completion, adult basic education, health and agriculture, and other general interest areas.

Regional Colleges

Role of the Colleges

The Regional Colleges Act was proclaimed January 1, 1988, establishing a new network of regional colleges by restructuring the rural community college system.

The colleges provide Saskatchewan residents with improved access to post-secondary education in or near their communities. Saskatchewan students living outside of major urban centres can pursue their education without making the major move to Regina, Saskatoon, Moose Jaw or Prince Albert.

The colleges offer a range of university and technical institute programs. They also provide programs in career counselling, literacy, adult basic education, English as a Second Language, and high school completion. Hobby and leisure courses are no longer within the mandate of the regional colleges. These courses are being delivered by local interest groups.

The commitment to decentralization is reflected in the operation of the colleges. Regional college boards determine policy, set priorities and administer college affairs, relying heavily on volunteers at the community level. More than 500 volunteer committees help to identify local program needs and assume other responsibilities as approved by their respective college boards. In addition, individual colleges make every effort to utilize existing community facilities and resources in their respective regions.

The new network of regional colleges and their headquarters is as follows:

- Carlton Trail Regional College, Humboldt;
- Cumberland Regional College, Nipawin;
- Cypress Hills Regional College, Swift Current;
- Lakeland College, Lloydminster;
- North West Regional College, North Battleford;
- Parkland Regional College, Melville;
- Prairie West Regional College, Biggar;
- South East Regional College, Weyburn; and,
- Northlands Career College, La Ronge, with campuses in Beauval and Creighton.

Support Services

Saskatchewan Education assists colleges throughout the province in areas such as program development, policy and planning, personnel management, development of curricula and curricula materials, and the professional development of staff.

Volunteers are essential to the successful functioning of the colleges. To demonstrate the department's commitment to the volunteer system, an electronically-based conference was held whereby 300 volunteers gathered at receiving sites around the province to discuss their role in the new regional college network.

The department maintains ongoing contact with the colleges through regular meetings with college principals and program managers, board members and other senior staff. Annual budget review meetings provide a regular opportunity for each college to review provincial and regional priorities.

Saskatchewan Education provides ongoing liaison between the Service Fransaskois d'Education Adultes and the regional colleges to promote and coordinate French language education programs.

The department also maintains a library of educational computing software through a membership arrangement with Minnesota Educational Computer Consortium. These materials are provided to the regional colleges for a nominal cost.

College Programs

Adult Basic Education

Each year the department provides the regional colleges and SIAST with funding to deliver Adult Basic Education (ABE) courses throughout the province. ABE includes four main areas: Literacy, English as a Second Language, Personal Development levels 1 to 12 Academic Studies. Certification is provided for the adult 10, 11 and 12 levels based on standardized provincial curricula.

Development continued on the adult science and mathematics curricula. A project was initiated to improve the assessment and placement of ABE students.

The Advisory Committee on Adult Basic Special Education completed its work by publishing *Removing Barriers: Accessibility to Adult Basic Education for Disabled Adults.* The report attempts to chart a course that will remove some of these barriers and allow full access to ABE programs for the disabled.

English as a Second Language

Saskatchewan Education is responsible for administration of the English as a Second Language and Citizenship Development Program. This program provides funding to the regional colleges and SIAST for 50% of instructor wages and 100% of core text costs under the Federal Secretary of State Language/Citizenship (1954) and Textbook (1963) agreements.

The program offers part-time instruction in English and citizenship for new Canadians. This helps them adjust to their new communities and qualify for Canadian citizenship. Each year approximately 1,000 students attend these classes in the various college regions and SIAST campuses.

General Educational Development (GED) Testing Services

The GED Testing Program enables adults to receive a high school equivalency certificate by successfully completing five general ability tests: reading skills, writing skills, mathematics, social studies and science. The program recognizes that many adults who have not completed a formal high school education may have acquired, through years of experience, an educational maturity equal to or above the level of a high school graduate.

Of the 2,528 Saskatchewan residents who wrote the general ability tests in 1987-88, more than 90% achieved a grade 10, 11 or 12 equivalency standing.

GED credentials are recognized by eight provinces and two territories in Canada, and by all the United States of America and its territories.

In spring, 1988 a standardization study was conducted in selected high schools throughout Canada and the United States to determine appropriate standards for awarding high school equivalency credentials based on GED tests. Approximately 2,000 grade 12 students in 122 Saskatchewan high schools wrote the standardization tests in 1988.

Saskatchewan Education provided training for essay readers during the year. The department was certified to score the essays which will be part of the writing skills test beginning in 1988-89.

Community Education

Saskatchewan Education offers a full range of programs to meet the special needs of Indian and Metis students.

These include teacher training programs, incentives to local school divisions for program development sensitive to Indian and Metis needs, and implementation of a five year action plan to improve all aspects of Indian and Metis education.

Community Education

Five Year Action Plan

A five year action plan was initiated by Saskatchewan Education in 1984 to address the needs of Indian and Metis students. The plan has three main objectives: integration of Indian and Metis content into the core curriculum for all students, development of specific programs such as Native studies and Indian languages, and development of support materials for curricula.

Implementation has proceeded on an ongoing basis since 1984 under the direction of the Indian and Metis Curriculum Advisory Committee. This committee includes representatives from all major groups with a stake in Indian and Metis education. Continued progress was made in a number of areas during 1987-88.

Indian and Metis content and perspectives were incorporated into the new social studies curriculum at the grades 7 to 8 levels. Inservice education sessions were held to familiarize teachers with the new material. A member of the Indian and Metis Curriculum Development Team continued to serve as a member of the social studies project and writing teams.

Native Studies 10 underwent its second year of piloting and will be implemented in the fall of 1988. Development of Native Studies 20 was completed, and piloting will begin in fall, 1988. Support materials need to be developed for Native Studies 20.

A member of the Indian and Metis Curriculum Development Team served on the language arts assessment project team and the provincial language arts advisory committee. A number of revisions to the summary policy paper for language arts were made.

A member of the Indian and Metis Curriculum Development Team provided input to the kindergarten to grade 5 arts education pilot course along with the inservice activity. Input was also provided to the arts education project team and the provincial arts education advisory committee. Priority was given to project development for Indian and Metis dance during the year.

Implementation of inservice sessions for Phase I Indian and Metis Awareness continued throughout the province. A limited pilot of the Phase II sessions was conducted in February, 1988. Revisions will be made based on the feedback provided, and the Phase II sessions will be tested on a larger scale in 1988-89.

A rationale for teaching Indian languages in Saskatchewan schools was prepared by the Indian and Metis Curriculum Advisory Committee and presented to the Minister in spring, 1988. Development of curriculum for grades 1 to 5 Cree is now underway, based on the Alberta model.

Indian and Metis Education Development Program

The Indian and Metis Education Development Program (IMED) provides incentive grants to school divisions for use in developing, implementing and maintaining Indian and Metis educational programming.

Evaluations of IMED programs have shown improved student retention, better attendance and graduation rates, positive community impact, new employment opportunities for Indian and Metis people, and improved cross-cultural awareness among school staffs.

Eight school divisions carried out IMED programs in 1987-88. Grants were approved for the Ile-a-la-Crosse, Indian Head, Kamsack, Meadow Lake, North Battleford/Battleford, Northern Lakes, Saskatchewan Valley and Tiger Lil school divisions.

Community Schools

Saskatchewan Education supports the operation of 17 community schools in conjunction with public and separate school divisions. Sever of these schools are in Regina, six are in Saskatoon and four in Prince Albert.

The objective of the community school program is to improve Indian and Metis student achievement by getting parents and other community residents more actively involved in school planning and policy making. The program also draws on community resources to enhance classroom activities.

More than 3,700 students are currently enrolled in community schools. Approximately 41% are Indian and Metis. Attendance rates for Indian and Metis students have increased steadily since the program began.

Saskatchewan Urban Native Teacher Education Program

The Saskatchewan Urban Native Teacher Education Program (SUNTEP) leads to a Bachelor of Education degree.

The program is jointly administered by Saskatchewan Education, the University of Regina, the University of Saskatchewan and the Gabriel Dumont Institute of Native Studies and Applied Research.

In addition to academic instruction, students learn from classroom experience and access to curriculum and instructional materials at SUNTEP centres in Regina, Saskatoon and Prince Albert. Graduates are able to combine their professional expertise with intimate and practical knowledge of cultural and community values.

One hundred and seven students have graduated from SUNTEP since the program was established. More than 60% of these graduates are currently teaching. Most of the remaining graduates are continuing university studies, or working elsewhere in the education system such as at the Gabriel Dumont Institute or the regional colleges.

Northern Teacher Education Program

The Northern Teacher Education Program (NORTEP) is a four year, off-campus program for northern residents which leads to a Bachelor of Education degree.

NORTEP is run by a legally incorporated Council with assistance from the University of Saskatchewan and the University of Regina. Saskatchewan Education funds the program.

NORTEP has gained wide recognition as one of the most successful working models for Indian and Metis teacher education. Since its establishment the program has produced 109 graduates. Ninety-two per cent of these graduates are now teaching, most of them in the north. The majority of the remaining graduates are pursuing further studies or working in other education-related fields.

Saskatoon Native Survival School

The Saskatoon Native Survival School (SNSS) is designed to serve Indian and Metis students who have dropped out of, or are having difficulty in, the regular school system. SNSS offers standard academic programs, but with increased emphasis on Indian and Metis heritage, culture and values.

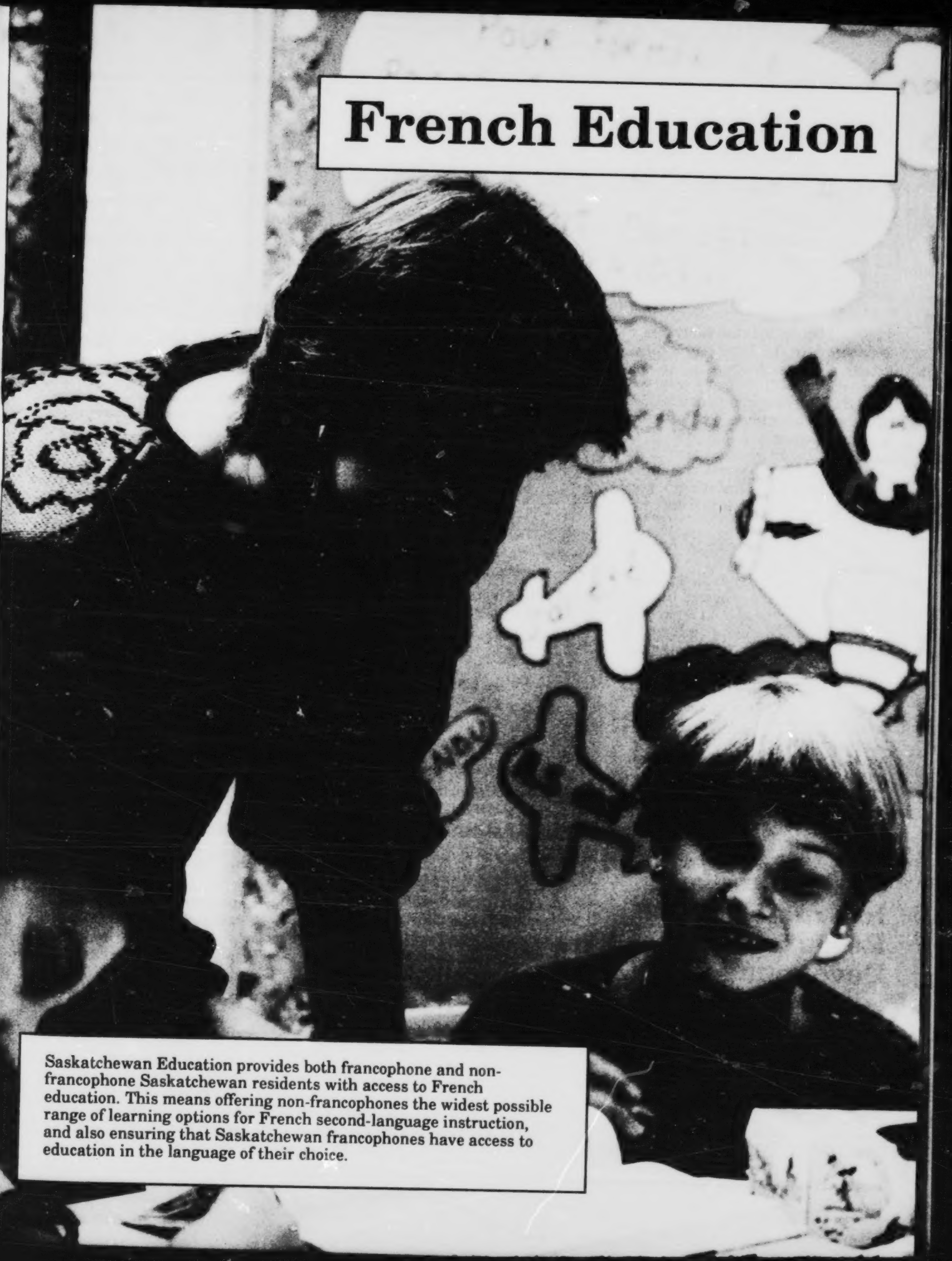
The school is jointly operated by the Saskatoon Roman Catholic Separate School Board and a council made up of parents of SNSS students. Saskatchewan Education funds the operation of the school and also provides consultative services as required.

SNSS enrolment was 136 students in 1987-88. The average monthly student attendance rate has increased steadily since the school was established in 1980. Statistics also show a marked improvement in overall student age-grade discrepancy.

Approximately 60 students have now reached the grades 9, 10, 11 and 12 ability levels, all of whom entered SNSS well below their age-grade range.

SNSS has now gone into senior matriculation for grades 10 to 12, with grade 9 being the transition year from upgrading courses. Two SNSS graduates were accepted into the Indian Teacher Education Program in 1987-88.

French Education



Saskatchewan Education provides both francophone and non-francophone Saskatchewan residents with access to French education. This means offering non-francophones the widest possible range of learning options for French second-language instruction, and also ensuring that Saskatchewan francophones have access to education in the language of their choice.

French Education

Program Overview

Saskatchewan Education's Official Minority Language Office (OMLO) oversees the delivery of designated and Core French programs to Saskatchewan students.

Two types of designated programs are offered. In the Type A program French is the language of instruction for all courses except English. This program is best suited to the educational needs of francophones. In 1987-88 the number of Saskatchewan schools offering Type A programs remained unchanged at 11. Student enrolment was 930, a slight increase from 1986-87.

In the Type B immersion/bilingual program more than half the total instruction is in French. Sixty schools offered this program in 1987-88, an increase of 14 from the previous year. Student enrolment increased to 8,938, a 14% rise from 1986-87.

Schools offering Core French programs use French as the language of instruction for approximately 30 minutes per day. A total of 84,471 students received this type of instruction in 1987-88, a 17% increase from 1986-87.

Curriculum and Instructional Resources Development

Twelve instructional resource packages for designated French schools and Core French programs were developed in 1987-88, along with ten new curriculum guides.

The following curriculum guides were completed:

- Guide for integration of grade 12 English and French;
- Core French curriculum for grades 9 to 12 (9 year program);
- Revised Core French curriculum for grades 7 to 12 (7 year program);
- Translation/adaptation of grade 7 social studies curriculum;
- Translation/adaptation of grades 7 to 9 health curriculum guide;
- Translation of grades 1 to 5 arts education curriculum guide;
- Translation/adaptation of grades 7 to 9 health administrator's guide;
- Translation/adaptation of grades 7 to 9 health starter kit;
- Translation/adaptation of keyboarding guide; and,
- Translation/adaptation of secondary computer science guide.

Instructional resource packages developed were:

- Enrichment teaching materials;
- Grade 2 music materials;
- Grade 4 flute program;
- Grade 1 social studies teaching materials;
- Middle years AIDS materials;
- Grades 7 to 8 science materials;
- Geometry-trigonometry 10 teaching materials;
- Computer science dictionary;
- Elementary level cultural kit;
- Grade 4 Saskatchewan maps;
- Grades 5 to 6 teaching materials for composition; and,
- Kindergarten and grade 1 kodaly music materials.

A revised annotated bibliography for the new social studies program was prepared and distributed to all designated French schools. A catalogue of approved materials available through the Educational Resources Distribution Branch of Saskatchewan Education was updated and made available to all school boards and personnel. A revised bibliography of recommended instructional materials was also distributed to a schools.

French Minority Education Services

Saskatchewan Education provides consultative services to Fransaskoi and anglophone communities on al French education matters.

In 1987-88 these services included reviewing regulations governing designated schools to ensure they followed the intent of The Canadia Charter of Rights and Freedoms. Ongoing liaison was maintained with Fransaskois organizations su as College Mathieu, Association culturelle franco-canadienne, Commission des ecoles fransaskoises, Association jeuness fransaskoise, and Eau Vive.

Priority areas for further development of curriculum and instructional resources were established.

Textbook evaluations for grades 1 11 and 12 French programs continued, as did the development instructional materials in the grad 7 to 12 Designated French subject areas to meet the needs of Fransaskois and French immersio students.

Consultative services were provide to Saskatchewan's 14 Fransaskois schools.

Federal-Provincial Programs

The 1987-88 federal-provincial bilateral agreement brought Saskatchewan a total of $4,870,187. These funds are provided by the federal government to assist the province in dealing with the additional costs incurred in delivering minority and second language instruction.

Federal financial support was provided under four categories in 1987-88.

Infrastructure Support

A total of $2,273,927 was provided to assist the delivery of ongoing programs and services. This was included in the $4.6 million provided by Saskatchewan Education to school boards for student formula maintenance and implementation grants.

Program Expansion and Development

A total of $1,546,427 was provided to expand existing programs as well as design, develop and implement new ones. Major activities in this area included curriculum development, upgrading instructional resource centres in designated schools, resource material development by local school boards, and the preparation of adult non-credit French language programs.

Teacher Training and Development

Federal support came to $625,500 in 1987-88. The French Language Teacher Bursary Program helped 200 teachers attend courses or workshops on French language education and teaching French as a second language.

Professional development activities for teachers included sessions on improving linguistic ability, curriculum implementation and evaluation, methodology, and teaching strategies. These services are jointly provided by Saskatchewan Education and the two universities along with provincial school boards.

Student Support

Saskatchewan Education administers a variety of programs to help post-secondary students pursue their studies in either of Canada's official languages. Federal financial support for these programs came to $424,333 in 1987-88.

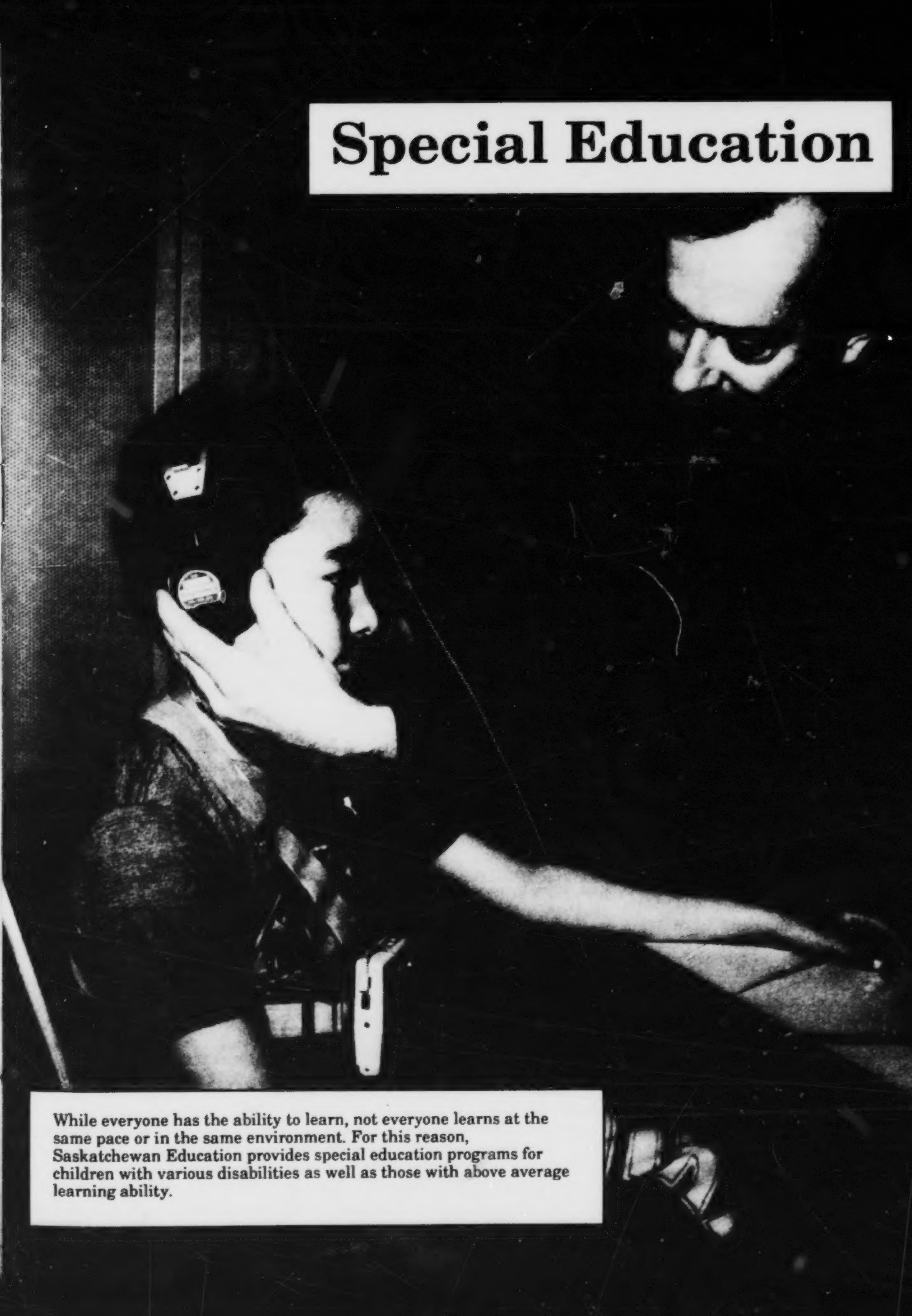
The programs offered along with the number of students participating were as follows:

- Monitor program for francophones: 6*;
- Second language monitor program: 35*;
- Full-time monitor program: 17*;
- Summer language bursary program: 240*;
- Fellowship program: 238; and,
- Travel bursary program: 5.

*These programs are funded by the Secretary of State through the Council of Ministers of Education, Canada.

Ninety-one Saskatchewan students participated in a Saskatchewan-Quebec student exchange in 1987-88. This program is jointly administered by Saskatchewan Education and the Society for Educational Visits and Exchanges in Canada. An additional 78 students participated in a cultural contact program with the Province of Quebec.

Special Education



While everyone has the ability to learn, not everyone learns at the same pace or in the same environment. For this reason, Saskatchewan Education provides special education programs for children with various disabilities as well as those with above average learning ability.

Special Education

Overview

Developing the potential of all students and affirming the worth of each individual are primary goals of education in Saskatchewan. Saskatchewan Education pursues these goals by providing programs geared to varying levels of aptitude and achievement.

Saskatchewan has a long-established tradition of meeting the needs of exceptional children. Many of the programs date back to the 1930s and 1940s, and were unique at the time.

The current foundation for the education of disabled children was laid in 1971 when Saskatchewan became the first province in Canada to enact mandatory legislation. Now various sections of *The Education Act* (1978) and the accompanying Regulations provide a framework for educating disabled and gifted children.

Within this framework Saskatchewan Education provides funding, consultation services, coordination, inter-agency liaison, and program development for local school divisions.

Funding

Special education funding was revised in 1987-88. Saskatchewan Education now provides Designated Pupil Funding and Established Program Funding to meet the cost of special education programs.

Designated Pupil Funding is for students identified as visually impaired, hearing impaired, trainable mentally retarded, orthopedically disabled, chronically health impaired, or severely multiply disabled. Established Program Funding is for students identified as severely learning disabled, socially, emotionally, behaviourally disabled, or mildly/moderately educationally disabled.

A total of 1,973 students were identified under Designated Pupil Funding during the year, and 5,000 were identified as severely disabled under Established Program Funding.

Three levels of high cost grants are provided for students having one or more severe disabilities: Level I – $3,982 per student; Level II – $5,459 per student; and, Level III – $6,176 per student.

Approximately $21 million was allocated for Established Program Funding in 1987-88.

Additional grants were provided for room and board where students required service away from the home school jurisdiction, and also for special needs transportation.

Program

Preschool services were offered to three and four year old children in four categories: visually impaired, hearing impaired, multiply handicapped and trainable mentally retarded. Service locations for disabled youth ranged from residential school placement to regular class placement with varying levels of assistance.

Two residential schools are available to Saskatchewan children: The W. Ross Macdonald School in Brantford, Ontario for children who are blind, and the R. J. D. Williams Provincial School for the Deaf in Saskatoon.

Consultative services were offered in the areas of gifted learner education, trainable mentally retarded, multiply handicapped, communication disabilities and visual disabilities. Inservice education was provided to teachers in all areas of the province on gifted learner education and education of the visually impaired.

Saskatchewan Education helped to conduct the May, 1988 Futures Symposium on Gifted Learner Education in Regina. Eighty delegates from across Canada attended, including school division personnel, parents, university personnel, trustees and government representatives.

Leaders in special education were appointed to the curriculum advisory committees to ensure that the new Core Curriculum is duly sensitive to special education concerns. The appropriate Saskatchewan Education personnel are also active on department committees dealing with curriculum development and implementation to further this end.

Meeting Challenging Needs is being prepared as a handbook for teachers of multiply handicapped and trainable mentally retarded children. Initial inservice activities were conducted in 1987-88. An implementation phase is planned for the 1988-89 school year.

The Psychoeducational Assessment Clinic continued to provide comprehensive assessment and consultative services to teachers of children with hearing disabilities. The clinic conducted initial assessments at the R. J. D. Williams Provincial School for the Deaf and school-based follow-up visits.

In fall, 1987 a workshop was conducted for teachers and teacher aides working with hearing impaired children who were early kindergarten entrants. Also during the year, two workshops were held for teachers, teacher aides, parents and students involved in total communication programs for children with hearing disabilities.

Inter-Agency Liaison

Saskatchewan Education maintains ongoing liaison with other government departments, agencies and organizations to keep abreast of new developments in a rapidly changing field. Organizations with whom information is regularly exchanged include:

- Alvin Buckwold Centre;
- Association for Educators of the Hearing Impaired;
- Canadian National Institute for the Blind;
- Central Steering Committee, Regional Early Childhood Coordinating Committees;
- Children's Rehabilitation Centre;
- Council for Exceptional Children;
- League of Educational Administrators, Directors and Superintendents;
- Learning Disabilities Association of Saskatchewan;
- Saskatchewan Abilities Council;
- Saskatchewan Association for Bright Children;
- Saskatchewan Association for the Mentally Retarded;
- Saskatchewan Council for the Education of Gifted Learners;
- Saskatchewan Educational Psychologists' Association;
- Saskatchewan Institute for the Prevention of Handicaps;
- Saskatchewan School Trustees' Association;
- University of Regina;
- University of Saskatchewan; and,
- Wascana Rehabilitation Centre.

R. J. D. Williams Provincial School for the Deaf

The R. J. D. Williams Provincial School for the Deaf in Saskatoon has been operated by Saskatchewan Education since 1932. The school serves students between the ages of 3 and 21 who have hearing disabilities or are deaf-blind.

Sixty students with hearing disabilities and 11 deaf-blind students were enrolled in 1987-88.

Four program areas are offered:

- pre-school/elementary;
- senior academic;
- pre-vocational/work experience; and,
- deaf-blind/special needs.

The school is accredited and serves kindergarten to grade 12. The provincial curriculum is followed as closely as possible. Considerable emphasis is placed on developing language, communication and life skills.

Forty-three students boarded at the school during the year. Close contact was maintained between school and home through a house parent who took special interest in individual students. Training through the independent living program enabled four senior students to live away from the school in their own suites before the end of the year.

Integration programs were provided for both elementary and secondary level students in conjunction with the Saskatoon Separate School system. The elementary program was withdrawn before the end of the year because language deficiencies were impeding successful integration.

A two semester calendar was introduced in September, 1987 with fully accredited curriculum offerings and course options. Careful scheduling enabled all students to receive programming at the level best suited to their needs.

A two-day family workshop is held annually to provide parents with an opportunity to learn more about their childrens' disabilities and improve their own communication skills. Seventy-five people attended the 1987-88 workshop.

Two students participated in an international mime and art contest for deaf persons held in Chicago. The students acquitted Saskatchewan well, finishing first in the art competition and third in mime.

Six students graduated from the school in 1988. Four plan to pursue post-secondary education, and two intend to enter the work force.

Task Force on Education for the Deaf

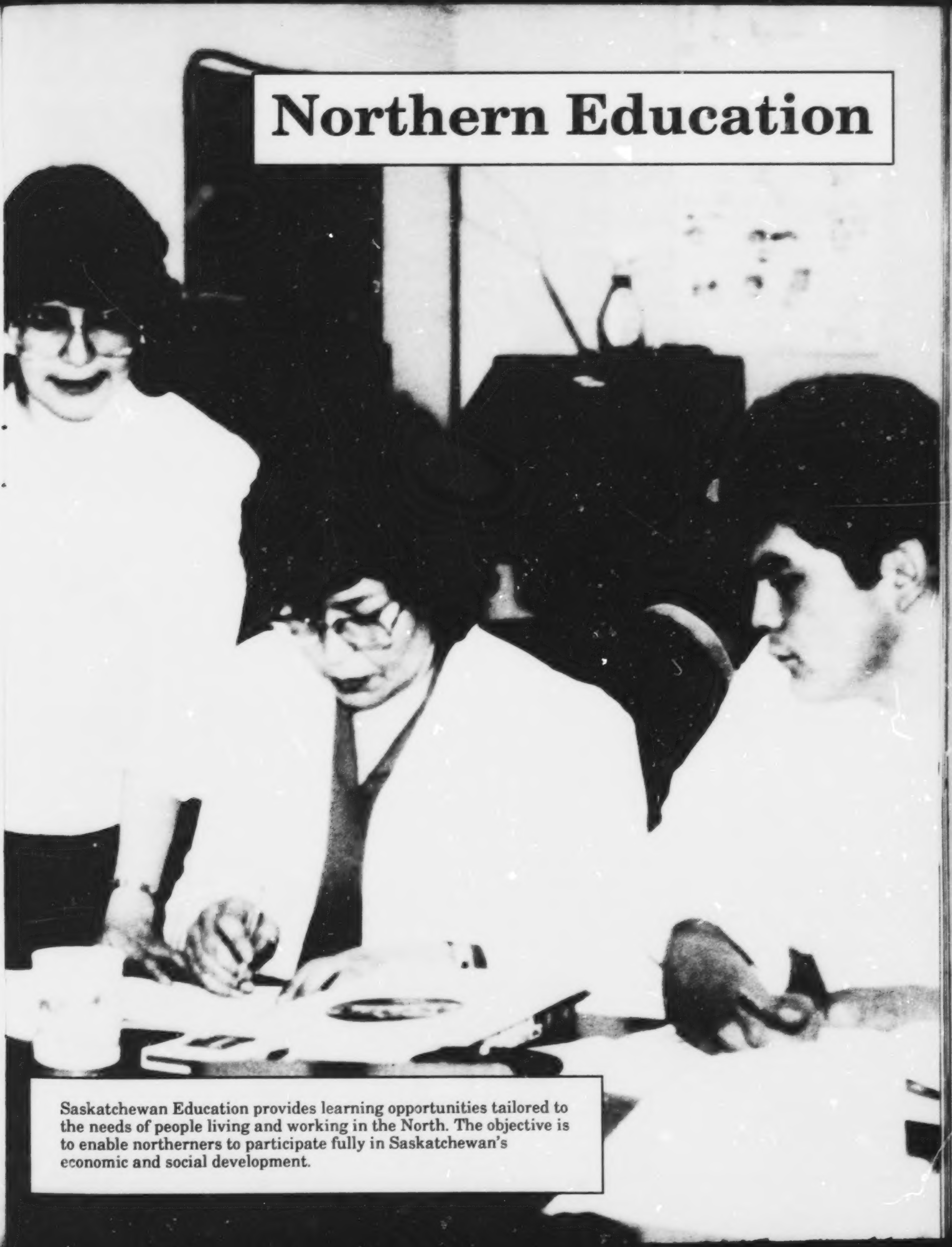
In May, 1988 Saskatchewan Education established a task force to chart the future direction of education services for deaf students in Saskatchewan.

The task force is responsible for reviewing existing educational services for hearing-impaired students, and assessing the role played by the R. J. D. Williams Provincial School for the Deaf. The overall objective is to determine how the present and future needs of hearing-impaired students can best be met.

The task force is chaired by Merv Houghton, a retired superintendent of education from Saskatoon. The other members are William Lockert, principal of the R. J. D. Williams Provincial School for the Deaf; Robert Livingston, Director of the Special Education Branch for Saskatchewan Education; and Patti Trofimenkoff, President of the Saskatchewan Deaf Association, a parent of deaf children and a teacher/counsellor at the R. J. D. Williams Provincial School for the Deaf.

Public hearings were held in Regina June 16 and in Saskatoon June 20. The task force will submit its findings and recommendations to the Minister of Education by early in 1989.

Northern Education



Saskatchewan Education provides learning opportunities tailored to the needs of people living and working in the North. The objective is to enable northerners to participate fully in Saskatchewan's economic and social development.

Northern Education

Overview

Saskatchewan Education works with industry, other government departments and educational institutions to develop a skilled northern work force which can be competitive throughout the provincial labour market and build a strong regional economy.

To achieve these goals the department:

- links employment-oriented training to the current and projected demands of the provincial labor market;
- designs academic, skill training and retraining programs to help northerners develop their potential for employment;
- assists northern business and industry to become more productive by making training available to their work force;
- makes education and training more accessible to the people of northern Saskatchewan; and,
- assists local school divisions in implementing provincial policies and programs, and helps them comply with provincial statutes and regulations.

Human Resource Development Projects

Human Resource Development Strategy

Saskatchewan Education has established a Human Resource Development Strategy to provide northern people with education, career counselling, skill training and employment opportunities. The purpose is to give northerners the ability and opportunity of participating in northern economic growth.

Under the strategy, employers make a commitment to offer employment and career development opportunities to northerners. Saskatchewan Education, Northlands Career College and northern employers then collaborate to develop training programs that will help northerners take full advantage of these employment opportunities.

Continued progress was made in implementing the strategy in 1987-88. To date over 500 northerners have been trained for employment in the mining industry. Northerners are currently employed in occupations such as chemical technicians, mine and mill equipment operators, prospectors, geophysical technician assistants, assayers, and diamond drill helpers.

A department study projects that the mining industry will create over 1,400 new jobs in the next eight years, indicating a clear need for further training programs of this kind.

Specific Projects

Two Human Resource Development Agreements were signed during the year. One agreement is with Cigar Lake Mining Corporation for its uranium mine and mill at Cigar Lake. The second is with Corona Corporation for its Jolu gold mine and mill near La Ronge. The two agreements will lead to over 350 new job opportunities for northerners.

Under the terms of the agreements, Saskatchewan Education will provide skill training programs for northern residents specific to the companies' needs. Training will be offered by the companies on the job sites, and by Northlands Career College at their campuses throughout the north. SIAST extension programs will be offered as well. Saskatchewan Education will also provide the companies with information on potential employees in communities near project sites.

Negotiations progressed on human resource development agreements with other mining companies during the year. It is expected additional agreements will be signed in 1988-89.

Data Bank

Saskatchewan Education has developed a computerized Human Resource Data Bank which contains the demographic, educational, training and employment histories of over 3,500 northern residents served by the department.

The data bank serves two purposes. It facilitates the hiring of northerners by providing employers with ready access to training and education profiles of the labour pool. It also helps Saskatchewan Education monitor and evaluate its programs, and plan for the long term education and training needs of northern Saskatchewan.

Primary and Secondary Education

Grants for northern school divisions were calculated on the same basis as for other school jurisdictions. However, in order to recognize the additional costs incurred in providing education services in northern Saskatchewan, a northern differential factor was incorporated into the funding provided.

Education and Skill Training Programs

Activities during 1987-88 included:

- delivering 22 Saskatchewan Skills Extension Program courses through the campuses of Northlands Career College. Among these courses were Chemical Dependency Worker, Masonry Construction, Recreation Technology, and Business Programmer Training;
- providing literacy and basic competency development programs throughout the north;
- providing student financial assistance services to 111 northerners through the Special Incentive Bursary Program;
- planning and coordinating the delivery of over 40 Native Career Development on-the-job training contracts for more than 150 northerners;
- assisting in planning, monitoring and evaluating 6 Northern Economic Development Subsidiary Agreement on-the-job training contracts for over 100 northerners;
- assisting with applications for the Opportunities "87" Summer Student program, resulting in employment for 46 students;
- providing training for 428 northerners through the Special Agricultural and Rural Development Program in the areas of mining, berry harvesting, and wild rice farming;
- training approximately 170 northerners for employment in the mining industry in areas such as General Mine Worker, Assayer, Geophysical Technician Assistant, Heavy Equipment Operator, and Industrial Mechanic and Heavy Equipment Mechanic Apprentice;
- providing training, research and curriculum development services for approximately 600 northerners under the Resource Enterprise Assistance Program. Assistance was provided in the areas of wild rice farming, aquaculture, berry and mushroom harvesting, trapping, and guide training;
- providing financial support to help identify and meet training needs in the Athabasca Region;
- co-sponsoring two seminars for northern home care board members in conjunction with Saskatchewan Health;
- providing career guidance to over 1,000 northerners at symposiums held in Ile-a-la-Crosse, La Ronge and Buffalo Narrows;
- sponsoring a two-day workshop for the Kikinahk Friendship Center board and executive; and,
- sponsoring research on the history of aviation in northern Saskatchewan and how it has contributed to economic and social development.

Task Force on Northern Education

In March, 1988 Saskatchewan Education established a Northern Education Task Force to examine the status of primary, secondary and post-secondary education in the north.

The task force has been asked to establish goals for the educational system in the north, identify the concerns of northern people, and provide recommendations to address those concerns. Particular attention will be given to problem areas such as the high student drop-out rate, accessibility, and the need for curriculum and instruction that is more responsive to the needs of northern students.

All major interest groups with a stake in northern education are represented on the task force. Members are Lorene Bonnett (Creighton), Paul Bougie (Uranium City), Gladys Christiansen (La Ronge), Bruce Clarke (Buffalo Narrows), Allan Ducharme (Timber Bay), Anne Hryniuk (La Ronge), Freda MacColl (Ile-a-la-Crosse), David Seright (Buffalo Narrows), Don Somers (Saskatoon) and Jeffrey Orr (Wollaston). The task force is chaired by Roy Cheecham of La Loche.

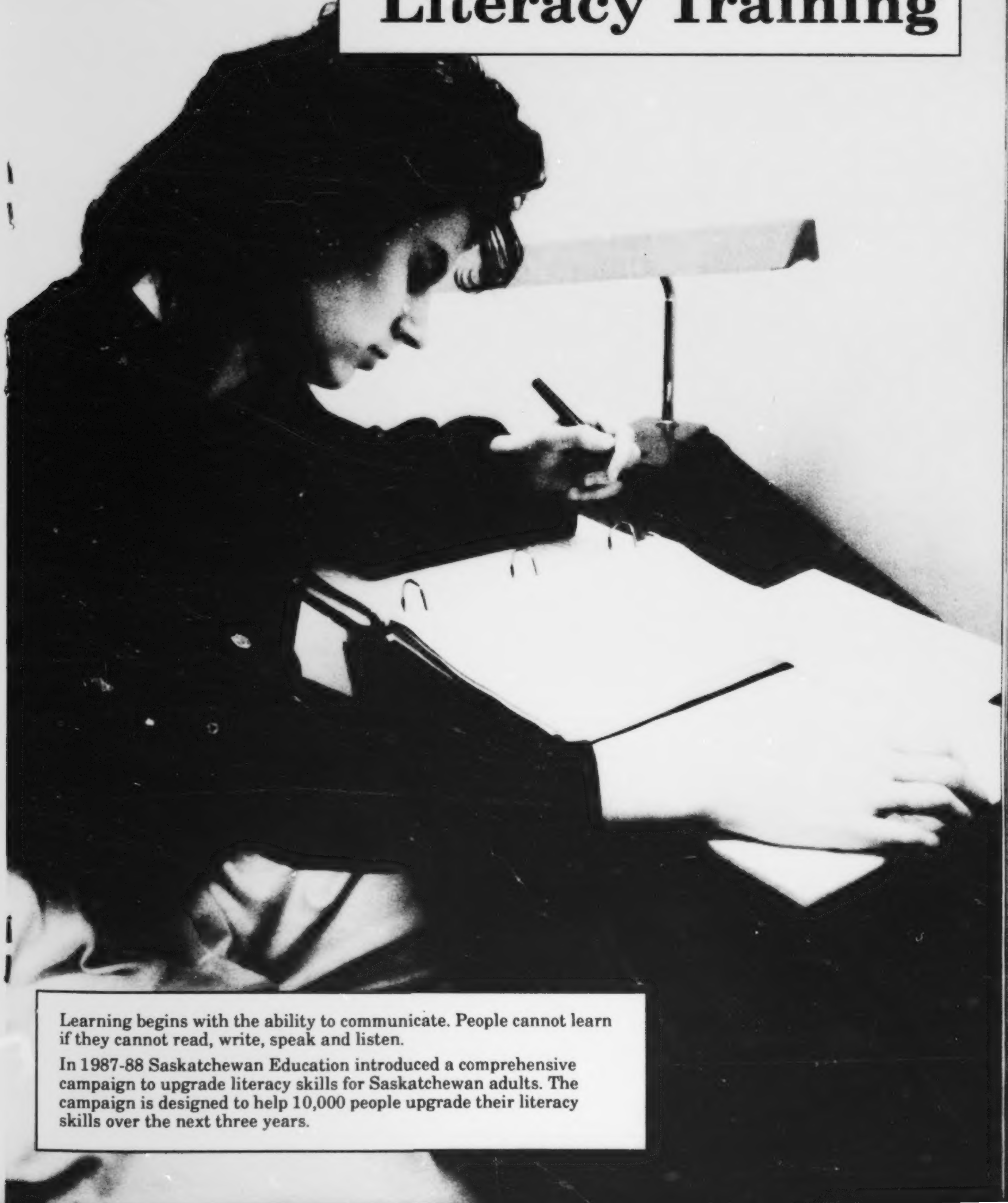
The task force is to submit its findings to the Minister in spring, 1989.

Financial and Administrative Support

Activities in 1987-88 included:

- providing financial and administrative support to delivery agents offering department-funded or cost-shared programs;
- assisting Northlands Career College with standardization of budgeting, expenditures, and record keeping procedures;
- holding workshops on financial policy, regulations and the development of goals and objectives for members of the Northlands Career College board of directors;
- providing financial monitoring for training programs funded through the Northern Economic Development Subsidiary Agreement, the Special Agricultural and Rural Development Program, the Native Career Development Program, the Northern Training Program, and the Education Development Fund; and,
- providing an annual budget review for Northlands Career College.

Literacy Training



Learning begins with the ability to communicate. People cannot learn if they cannot read, write, speak and listen.

In 1987-88 Saskatchewan Education introduced a comprehensive campaign to upgrade literacy skills for Saskatchewan adults. The campaign is designed to help 10,000 people upgrade their literacy skills over the next three years.

Literacy Training

Overview

Literacy can be defined as the ability to read and write in order to improve living and working conditions.

Insufficient literacy skills can prevent people from moving up the job ladder or getting a job at all. It can prevent people from obtaining or pursuing their education, participating in community activities, and enjoying many forms of recreation.

In Saskatchewan 145,000 adults have less than a grade 9 education. This represents almost 20% of the adult population. Many of them have difficulty reading and writing, and some are illiterate. The problem is particularly acute among natives, northerners, inmates in correctional centres, and recent immigrants.

In July, 1987 Saskatchewan Education released a background paper entitled *A New Beginning: Adult Illiteracy and Undereducation in Saskatchewan*. The paper defined the issues, placed them in historical context and outlined a course of action to address the problem.

Saskatchewan Literacy Council

The Saskatchewan Literacy Council was established by Saskatchewan Education on September 8, 1987; International Literacy Day.

The council was charged with designing and implementing a campaign to help Saskatchewan adults improve their literacy skills.

The council consists of 20 members representing teachers, trustees, journalists, the business community, literacy students, service organizations and librarians. Premier Grant Devine serves as honorary chairman.

The council met for the first time on September 8, 1987 to receive its assignment from the Minister of Education. An additional nine meetings were held during the reporting year.

Saskatchewan Literacy Campaign

A campaign developed by the Saskatchewan Literacy Council was unveiled in December, 1987.

The three year, $2 million campaign is designed to help 10,000 Saskatchewan adults upgrade their literacy skills by 1990. Substantial progress was made over the first seven months of the campaign.

Programs

The campaign is volunteer-based. Literacy programs are being made available through the regional colleges, SIAST campuses, READ Saskatoon and the Regina Public Library.

Fifteen literacy programs were established or enhanced in 1987-88, and were available to adult learners in every region of the province. Eight hundred Saskatchewan adults benefitted from these programs during the year.

While each program was tailored to meet local needs, the following features were common to all:

- extensive volunteer involvement in instruction;
- cooperation with local and regional organizations in the campaign;
- development of reading and writing skills in response to the requirements of the students;
- provision of training and support for volunteers;
- local and regional promotion; and,
- evaluation plans for each program.

Communications

A key feature of the literacy campaign was that a major communications program be launched to attract both students and volunteers to literacy programs.

The communications program was inaugurated in February, 1988 with a series of newspaper advertisements encouraging people to volunteer their time and effort so that others could learn to read and write.

This was followed by a series of television advertisements in April, 1988 and radio advertisements in May. In response to the ads more than 100 people volunteered their services or enquired about enrolling in a program. Hundreds more contacted SIAST, the regional colleges, READ Saskatoon and the Regina Public Library.

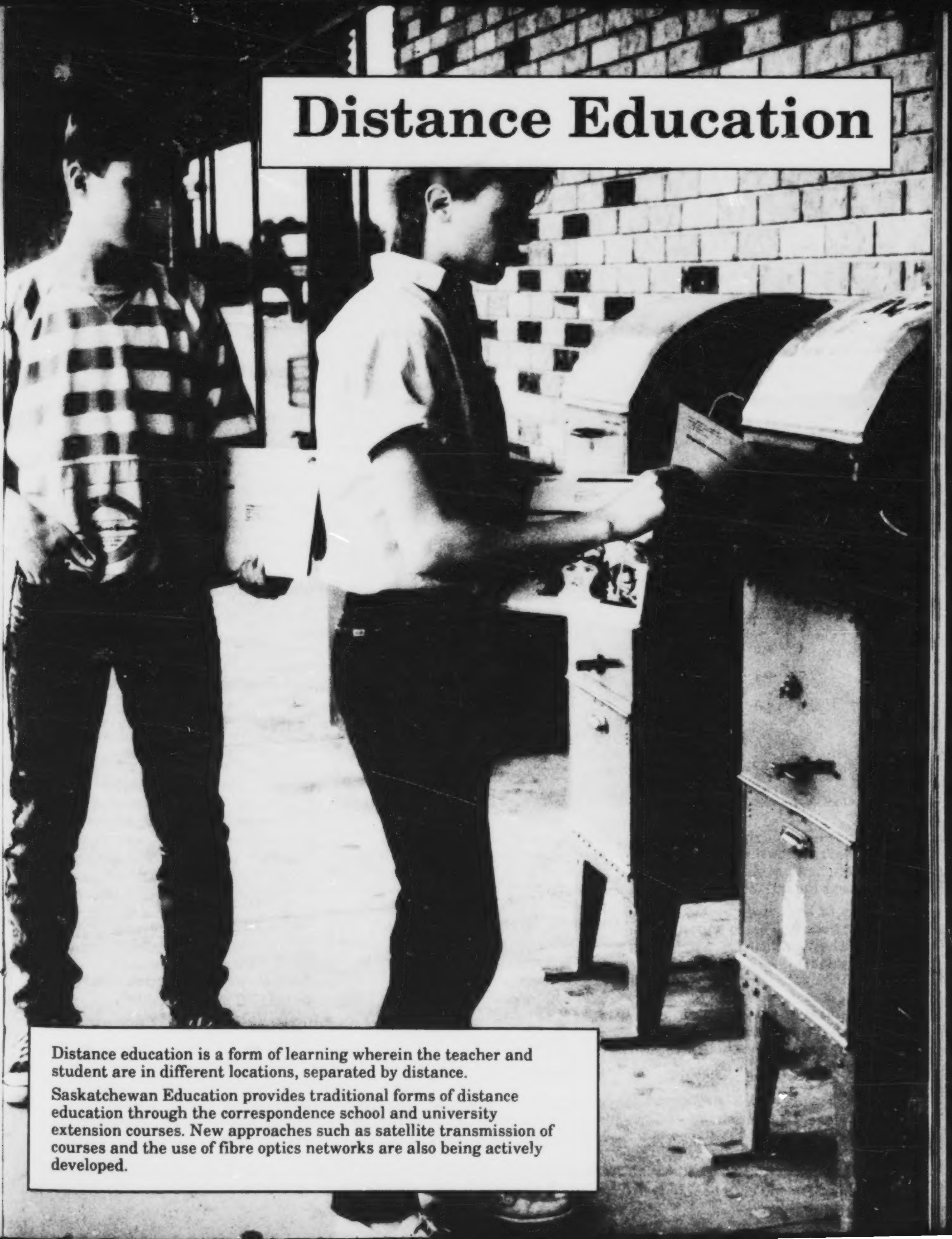
Excellent cooperation was received from media outlets. Many television and radio stations as well as newspapers matched the paid advertisement with a free one.

Saskatchewan Literacy Foundation

The literacy campaign requires extensive resouces, both human and financial. Those who are unable to volunteer their time can contribute in other ways, such as making a financial donation.

The Saskatchewan Literacy Foundation was incorporated in May, 1988. The foundation is responsible for raising additional funds for literacy programs, including accepting individual and corporate donations to the literacy initiative.

Distance Education



Distance education is a form of learning wherein the teacher and student are in different locations, separated by distance.

Saskatchewan Education provides traditional forms of distance education through the correspondence school and university extension courses. New approaches such as satellite transmission of courses and the use of fibre optics networks are also being actively developed.

Distance Education

Correspondence School

The Correspondence School is Saskatchewan's largest high school, providing ongoing distance education to high school students and adults throughout the province. It also serves people from Saskatchewan who are temporarily residing outside the province. The school develops, publishes, revises and administers 66 different grade 9 to 12 courses.

In 1987-88 a total of 7,147 students were registered in 10,704 courses.

Course enrolment showed an 8% increase from the previous year. Adult students made up 33% of total enrolment in 1987-88.

Enrolment has grown by 75% over the last decade. This is due in part to the school's role in supplementing conventional education, particularly in rural Saskatchewan. Seventy-two per cent of Saskatchewan schools have fewer than 100 students. This means that the Correspondence School has a critical role to play in enhancing locally offered courses, and ensuring equal access to learning opportunities throughout the province. In addition, a significant number of correspondence courses are used by non-specialist teachers as valued teaching aids in the classroom.

Two new one-credit courses were developed during the year. School staff participated in a "Serving People First" seminar, along with a number of subject-specific teacher conferences in 1987-88.

Eleven elementary grade level students were registered with the British Columbia Correspondence Education Branch during the year. This was done on the recommendation of their respective directors of education and the Correspondence School. This service is made available to students who reside in an area where an organized school does not exist, and in other special cases approved by the local director of education.

High Technology Distance Education

Learning opportunities must be equally accessible to anyone, anywhere. This is particularly important in a province such as Saskatchewan with its relatively lo population density.

Distance education using electronic means provides a way of reaching this goal. Saskatchewan Education is actively exploring new approache to making learning opportunities available all over Saskatchewan.

Saskatchewan Tele-Learning Association

The Saskatchewan Tele-Learning Association (STELLA) is a non-prof corporation which specializes in the delivery of educational programming through electronic means. The corporation is run by a consortium of organizations which includes Saskatchewan's two universities, several regional colleges and the Saskatchewan Wheat Pool.

Saskatchewan Education works with STELLA in providing courses to rural and northern Saskatchewan, using satellite transmission and the fibre optics network. At year end there were 33 different Saskatchewan communities in the STELLA network: La Ronge, North Battleford, Meadow Lake, Lloydminster, Prince Albert, Tisdale, Kindersley, Saskatoon, Yorkton, Swift Current, Moose Jaw Regina, Weyburn, Estevan, Hudson Bay, Rosetown, Wynyard, Maple Creek, Assiniboia, Creighton, Buffalo Narrows, Shaunavon, Indian Head, Melville, Canora, Unity, Biggar, Watrous, Davidson, Melfort, Nipawin, St. Wahlberg and Whitewood.

Students in these centres have access to some of the same university and technical institute courses as their counterparts in Regina and Saskatoon. Other forms of programming are also provided including literacy courses, inservice education for teachers, professional development courses and vocationa classes.

Distance Education Council

In October, 1987 a Distance Education Council was established by Saskatchewan Education. The sixteen-member council is responsible for developing policy and coordinating distance education programs. It also assesses new technology and provides advice on the use of the Education Outreach Fund.

Two regular meetings were held during the year along with one special meeting. A number of sub-committee meetings were also held with Library and University Extension Committees.

Terms of reference were developed and grants from the Education Outreach Fund totalling $380,000 were approved in 1987-88.

Education Outreach Fund

The Education Outreach Fund (EOF) was established in 1987 to improve access to education for rural and northern Saskatchewan residents. EOF provides a source of revenue for offering university, technical institute, and other programs outside of major urban centres.

Initiatives supported by EOF grants in 1987-88 included the following:

- testing the feasibility of delivering educational programs by satellite;
- adding 19 new sites (Wynyard, Hudson Bay, Rosetown, Assiniboia, Maple Creek, Whitewood, Creighton, Buffalo Narrows, Shaunavon, Indian Head, Melville, Canora, Unity, Biggar, Watrous, Davidson, Melfort, Nipawin, St. Wahlberg) to the STELLA network;
- offering courses in literacy, skill training, and native school counselling through the Northlands Career College in northern Saskatchewan;
- replacing obsolete satellite transmission equipment and preparing another credit course for satellite delivery at the University of Saskatchewan; and,
- delivering 11 credit courses to more than 600 students in five Saskatchewan centres through the University of Regina.

Services to Students

Saskatchewan Education offers a number of services to assist students at all levels of the school system with their studies. These services include administration of student loans, provision of various scholarships and bursaries, and providing support to a number of student exchange programs.

Student Financial Services

Overview

Saskatchewan Education administers a number of financial assistance programs for Saskatchewan residents enrolled in approved adult and post-secondary courses of study. Major programs include the federally-sponsored Canada Student Loans Program, the Saskatchewan Student Loans Program, Forgivable Loans and Loan Remission for Special Incentive students, the Interest Write Down Plan, and the Provincial Interest Relief Plan.

In addition, there are numerous other scholarship and bursary programs financed by the Student Aid Trust Fund and jointly administered with other government departments, agencies or educational institutions.

Financial assistance is authorized by the Minister of Education through the Trustees of the Student Aid Fund, taking into consideration recommendations made by the Scholarship, Bursary and Loan Committee. The committee consists of representatives from government, educational institutions and student councils.

Awards

Governor General's Bronze Medal Award

The award is given for high academic achievement and significant contributions to school and community activities. Thirty-five Saskatchewan students received the award in 1987-88.

General Proficiency Awards

Awards of $200 each are available to the top graduating grade 12 students at each Saskatchewan high school. A total of 1,272 students received the awards in 1987-88.

Scholarships

Technical Institute Scholarships

The Saskatchewan Institute of Applied Science and Technology (SIAST) provides scholarships valued at $500 each for students in certificate programs and $1,000 each for students in diploma programs. The scholarships are awarded on the basis of high academic standing.

Technical Institute Entrance Scholarships

These scholarships are intended to attract top high school graduates to SIAST and recognize their academic achievement. Scholarships of $750 are available for one-year certificate program students. Diploma program students can receive scholarships worth $1,500.

James Dickson Scholarship

One award of $500 is made annual to a graduating Saskatchewan gra 12 student of black ancestry who is entering post-secondary study at a approved educational institution.

D. R. Simmons Memorial Scholarships

Two awards of $500 each are awarded annually to graduating Saskatchewan grade 12 students of Indian or Metis ancestry who are entering post-secondary study at a approved educational institution.

Doreen Kronick Scholarship

One award of $500 is made annuall to recognize the scholastic achievement of a post-secondary education student majoring in special education for exceptional children. Saskatchewan Education will award an additional $500 if the recipient is a Saskatchewan reside attending a Saskatchewan university.

Queen Elizabeth II Scholarship

The Queen Elizabeth II Scholarshi was announced during the October, 1987 visit by the Queen and the Duke of Edinburgh as a gift to Her Majesty from the province. One $10,000 scholarship will be awarde annually for graduate or post-graduate study of Saskatchewan politics and government, beginning in 1988-89. It will be open to Canadian citizens and landed immigrants, and tenable at both Saskatchewan universities.

University Scholarships

A total of $5.4 million was allocated to the University of Regina and the University of Saskatchewan in 1987 88 for scholarships to undergraduate and graduate students who achieved high academic standing.

Saskatchewan Research Council Scholarships

This program serves two purposes. It enables graduate students to pursue further degrees in preparation for a career in scientific and industrial research. The program also stimulates interest in research relating to the development of Saskatchewan's natural resources. Three scholarships of $11,250 are made available each year.

Bursaries

Teacher Upgrading Bursaries

This program provides bursaries to a maximum of $600 each to help teachers obtain training in specialized fields in which there are shortages of qualified teachers.

Bursaries for Teachers of the Hearing Impaired, Visually Impaired or Multiply Handicapped

This program furthers the training of teachers for hearing impaired, visually impaired and/or multiply handicapped students. The bursaries are offered through an agreement between Saskatchewan and British Columbia and can only be used at the University of British Columbia for specified diploma programs. The value of bursaries is $5,000 for a recipient with dependents and $4,000 for a recipient without dependents.

French Language Study Fellowships/Travel Bursaries

Fellowships to a maximum of $3,000 are available to full time students enrolled in post-secondary programs offered in French. These are defined as programs where at least 60% of the courses are in French.

The travel bursary defrays transportation costs for students in French language courses at approved universities outside of Saskatchewan. The Saskatchewan Student Aid Fund is reimbursed by the federal Secretary of State for all fellowships awarded.

French Language Teacher Bursary Plan

Bursaries to a maximum of $1,200 are available to teachers wishing to improve their language teaching skills in French. This includes teachers in French language schools as well as those providing immersion, advanced and Core French programs. The Saskatchewan Student Aid Fund is reimbursed by the federal Secretary of State for all bursaries awarded.

Veterinary Medicine Fellowships

Students enrolled in Veterinary Medicine post-graduate studies at the University of Saskatchewan are eligible for fellowships from Saskatchewan Agriculture to cover tuition, books and living expenses. Preference is given to those studying in the area of food-animal practice. A maximum of $24,490 was allocated for this program in 1987-88.

Saskatchewan Social Services Bursary Program

This program is open to employees from non-governmental social services agencies seeking further training in social work, human justice or administration. The recipients must return two months of employment to the social services agency for each month of educational leave. A maximum of $21,630 was allocated for this program in 1987-88 to cover tuition, books, living expenses and transportation costs.

Saskatchewan Health Paramedical Bursaries

These awards are available to students who must attend out-of-province universities to obtain professional qualifications in a public health specialty. The amounts granted vary according to individual circumstances and carry service commitments. A total of $353,000 was allocated for this program in 1987-88 to cover fees, books, living expenses and transportation costs.

Student Loans

Canada Student Loans Program

The Canada Student Loans Program is funded by the federal government and administered by Saskatchewan Education. This program provides assistance to Saskatchewan residents enrolled in full-time post-secondary studies at designated educational institutions. Courses must be greater than 11 weeks in duration to qualify.

Full-time students can obtain loans to a maximum of $105 per week of study. The loans are authorized on the basis of need. They are interest-free while recipients are full-time students, and for an additional six month period following graduation or discontinuation of studies.

Loans can be negotiated and repaid at any Canadian chartered bank or credit union. The federal government guarantees repayment to the financial institutions.

In 1987-88 loans totalling approximately $53 million were authorized to more than 18,000 students.

Part-Time Canada Student Loans Program

Saskatchewan Education also administers the federally-funded part-time Canada Student Loans Program. Under this program a part-time student may borrow up to $2,500. Repayment begins 30 days after negotiation of the loan. Part-time loans totalling approximately $78,000 were authorized to 71 students in 1987-88.

Saskatchewan Student Loans Program

Effective August 1, 1987 all provincial student assistance programs were amalgamated to form one Saskatchewan Student Loans Program.

Programs combined under the umbrella of the Saskatchewan Student Loans Program include the former Saskatchewan Student Loans Program, the Saskatchewan Supplementary Loans Program, Saskatchewan Student Bursaries and Special Incentive Bursaries.

Previously each program had its own set of complex criteria. Now there is just one program and the criteria are standardized with those of the Canada Student Loans Program. This makes the program much easier to understand for students and enables more efficient administration on the part of Saskatchewan Education.

Other changes include a requirement that all students must have obtained maximum possible assistance through Canada Student Loans before provincial assistance will be authorized. In addition, all bursaries were converted to forgivable loans and targeted only to high need and/or disadvantaged students.

Under the Saskatchewan Student Loans Program full-time post-secondary students can receive up to $145 per week for courses greater than 11 weeks in duration. Students in courses 4-11 weeks in duration can receive up to $75 per week, if the course is part of a longer program. Adult Basic Education students can receive up to $250 per week.

Special Incentive students in courses over 11 weeks in duration may be eligible for further loan assistance through the Special Incentive Loan Supplement. This program provides $110 per week over and above regular provincial loan assistance. The supplement is only available for studies within Saskatchewan, unless out-of-province study is required due to a student's disability.

Special Incentive students include:

- custodial single parents;
- non-status Indian and Metis;
- disabled students approved by the Vocational Rehabilitation of Disabled Persons Program; and,
- northerners who meet the criteria of the Northern Careers Program.

Provincial loans are interest-free while recipients are full-time students, and for an additional six month period following graduation or discontinuation of studies. Loans are issued by and repayable to Saskatchewan Education.

Loans worth approximately $36 million were issued to 13,200 students in 1987-88.

Forgivable Loans

High need students may be eligible to have a portion of their Saskatchewan Student Loans forgiven. Students in post-secondary study are eligible to have any Saskatchewan Student Loan over $75 per week forgiven. Adult Basic Education students may be eligible for any amount over $180 per week to be forgiven. Maximum forgivable assistance is $70 per week, unless the student is authorized a Special Incentive Loan Supplement. Special Incentive Loan Supplements may be eligible for forgiveness to a maximum of $110 per week.

Loans will be forgiven only if the student successfully completes at least 60% of a full course load during each assessment period. Forgivable loans are available for Adult Basic Education and the first five years of post-secondary study. After the first five years of schooling, all authorized assistance is repayable.

In 1987-88 approximately $11.9 million in loans eligible for forgiveness were authorized to more than 5,000 students.

Special Incentive Program Loan Remission

Special Incentive students who successfully complete at least 60% o a full course load in their first year of full-time post-secondary education are eligible to apply for full remission of their repayable Canada and Saskatchewan Student Loans for that year. Students who successfully complete at least 60% o a full course load in their second year are eligible to apply for 50% remission.

Adult Basic Education students who qualify as Special Incentive students are eligible to apply for full remission of their Saskatchewan Student Loans authorized for Adult Basic Education, contingent upon successful completion of courses.

The total amount approved for both federal and provincial loan remission is applied first toward the amount owing for Saskatchewan Student Loans. If a balance remains it is applied towards the student's Canada Student Loan.

In 1987-88 more than $4.1 million in remission benefits was approved for 992 students.

Interest Write Down Plan

The Interest Write Down Plan subsidizes the student for interest costs over 6% for the first three years of a standard repayment period.

This provincial program is applicable to both federal and provincial loans authorized by Saskatchewan Education for courses commencing between May 1, 1986 and July 31, 1989. The total subsidy is first applied to the amount owing for provincial loans. If there is a balance remaining, it is applied to the outstanding Canada Student Loan.

In 1987-88 subsidies totalling $2.7 million were provided to 6,900 students.

Provincial Interest Relief Plan

Students can obtain up to 18 months of additional interest-free status for Saskatchewan Student Loans through the provincial Interest Relief Plan. No payments are required during the approved interest relief period. To qualify, students must be in financial difficulty due to unemployment, illness or other extenuating circumstances.

In 1987-88 interest relief was provided for 77 students.

The federal government administers its own interest relief plan for Canada Student Loans.

Fuhrmann Emergency Loans

This program provides short term loans to a maximum of $400 each to full-time students attending the Saskatchewan Institute of Applied Science and Technology. Loans are authorized only when all other financial resources have been exhausted. They must be repaid in 90 days. This program was made possible by a $12,000 donation from the Fuhrmann family of Regina.

Reassessment and Appeals

The amount of a student's loan is determined by a standard assessment, applying the established criteria of the student aid program. Students may request a reassessment of their award if their financial, family, marital or educational circumstances change. If extenuating circumstances exist, students may request to have their files reviewed by the Appeals Sub-Committee of the Scholarship, Bursary and Loan Committee. The sub-committee may recommend changes to the award if the situation warrants, and is consistent with the program criteria.

In 1987-88 the sub-committee reviewed 761 appeal cases, and in 419 instances recommended that additional assistance be provided.

Audit and Verification

All information provided by applicants for the purpose of obtaining financial assistance is subject to audit and verification. Providing misleading information may result in prosecution under *The Canada Student Loans Act* along with *The Student Assistance and Student Aid Fund Act.*

Program Services for Students

Transcripts and Evaluations

Documents of high school standing for out-of-province students are evaluated by Saskatchewan Education to determine Saskatchewan Division IV course and credit equivalencies. A total of 1,684 students requested evaluations in 1987-88.

An additional 294 students from recognized music schools and conservatories were evaluated and granted standing, along with 247 students granted standing in Cadet Training.

A total of 120,840 transcripts of high school marks were issued to universities, post-secondary institutions and students.

Consultative services were provided to the public on high school requirements, admission requirements to post-secondary institutions and equivalent standing granted by other provinces to Saskatchewan students.

Student Exchanges

Saskatchewan Education provides ongoing support to a number of programs that enable students to expand their educational horizons beyond Saskatchewan's borders.

Lester B. Pearson College of the Pacific

Saskatchewan selected and sent two students to Lester B. Pearson College of the Pacific for a two year international baccalaureate program. Four Saskatchewan students are there at any one time; two first year students and two second year students. Saskatchewan Education provides an annual grant to assist the college in tuition fees.

Interchange on Canadian Studies

Saskatchewan Education provided support to the Regina public and separate school boards in hosting the fifteenth Interchange on Canadian Studies in April, 1988. Two hundred high school students from every province and territory in Canada met to discuss Canadian and world issues.

Project Canada Student Exchanges

Saskatchewan Education provides ongoing support to these exchanges. Under this program, teachers in Saskatchewan elementary schools can twin their classes with an Ontario class.

Saskatchewan-Quebec Student Exchanges

Nine-one Saskatchewan students participated in a Saskatchewan-Quebec student exchange in 1987-88. This program is jointly administered by Saskatchewan Education and the Society for Educational Visits and Exchanges in Canada.

Jilin Art Exchange

A student art exchange with the Chinese province of Jilin continued in 1987-88. Approximately 200 pieces of student artwork from Saskatchewan are on display in China, and a collection of student art from Jilin province is being displayed in Saskatchewan schools. The art exchange is part of a larger cultural exchange between Saskatchewan and China.

School Telecasts

Over a thirty week period a series of thirty minute programs were broadcast to students during school hours through the school telecast service. This service is provided by Saskatchewan Education in cooperation with the Canadian Broadcasting Corporation (CBC) and CBC affiliates. These programs addressed topics such as current events, reasoning skills, language arts, mathematics, French, science, social studies and the arts.

Grade 12 Examinations

Saskatchewan Education administers examinations for grade 12 students instructed by non-accredited teachers. These examinations are written in January, June and August each year.

Traditional examinations were prepared for four subjects at the grade 12 level while machine scored examinations were prepared for 11 subjects. Approximately 30,000 papers were marked over the three sittings. More than 600 writing centres were provided in-province and 19 out-of-province to accommodate the examination process.

Services to Teachers

Saskatchewan Education provides support services to assist teachers in performance of their duties. These include accreditation, certification, and collective bargaining.

Services to Teachers

Teacher Accreditation

Accreditation allows teachers to determine final grade 12 marks for specified subjects. Approximately 1,200 practising teachers in Saskatchewan have been accredited by Saskatchewan Education.

Saskatchewan Education offers consultative services on an ongoing basis, providing information on requirements teachers must meet to become accredited. Records of approved accreditations are also maintained.

Teacher Collective Bargaining

Negotiations for a new provincial collective bargaining agreement between Saskatchewan teachers, boards of education and the Government of Saskatchewan began in November, 1986.

A new three-year agreement for the period 1987-89 was signed April 22, 1988. It provides a 3% increase effective September 1, 1988 and a 4% raise in 1989. The agreement also includes an additional 2% increase in minimum salary levels beginning January, 1989 and enhanced dental, group insurance and teacher pension plans.

Certification and Qualifications

Saskatchewan Education is responsible for assessing teacher qualifications and issuing certificates.

The regulations for certification requirements and the classification of teachers remained unchanged during the year. The overall supply of teachers was adequate. Some staffing problems were encountered in specialized subject areas, particularly French education.

The Board of Teacher Education and Certification reviewed 15 appeals from teachers regarding certification.

University enrolment in regular teacher education programs showed an increase from the previous year. There were 1,969 education students enrolled at the University of Saskatchewan in 1987-88, up from 1,929 in 1986-87. University of Regina enrolment was 1,088 in 1987-88, up from 957 the previous year.

The Teacher Classification Board heard 11 appeals from teachers. Three were allowed at a higher level.

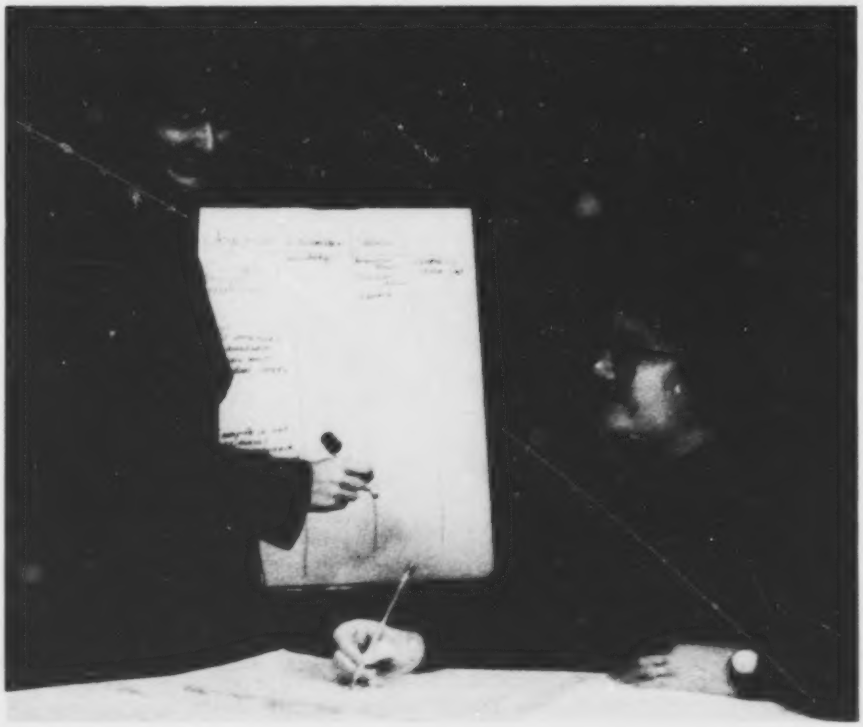
Saskatchewan Education administers the summer Bursary Program for teachers on an ongoing basis including long-term special education bursaries. This program provided $100,000 as incentive for teachers to take summer classes in 1987-88.

Boards of Reference

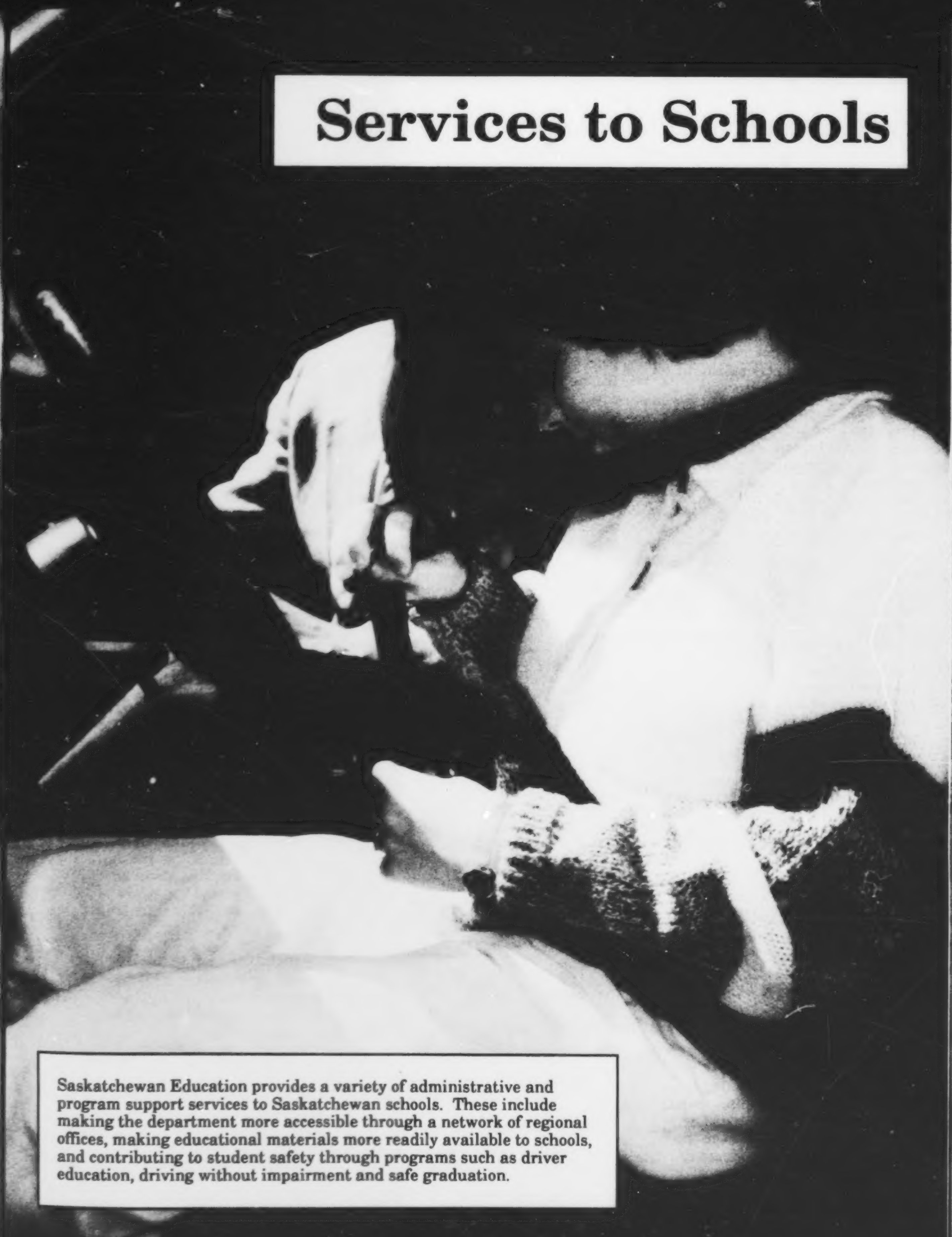
Boards of Reference are semi-judicial bodies established under *The Education Act* to provide an independent review of the termination of teacher contracts.

In 1987-88 six applications were received from teachers requesting boards of reference to investigate the termination of their contracts.

Three applications were withdrawn by the applicants. Boards of reference were established for two cases. In one, the termination was upheld and in the other the termination was denied. The sixth case was unresolved at the end of the reporting year.



Services to Schools



Saskatchewan Education provides a variety of administrative and program support services to Saskatchewan schools. These include making the department more accessible through a network of regional offices, making educational materials more readily available to schools, and contributing to student safety through programs such as driver education, driving without impairment and safe graduation.

Services to Schools

Regional Offices

Saskatchewan Education has regional offices in Weyburn, Swift Current, Saskatoon, Melfort, North Battleford, Regina and La Ronge.

The regional office network makes Saskatchewan Education more accessible to the people it serves. These offices are often the first point of contact for parents, school divisions and the general public on education-related matters.

Regional offices assist local school divisions with establishing special education progams, approving funding and monitoring existing programs. They increase awareness of new initiatives in curriculum development and help to implement new courses of study.

Capital project proposals from school divisions receive initial consideration at the regional level. The regional offices also review all information used to determine school division grants.

Regional offices assist with the interpretation of legislation, regulations and policy. They are also responsible for reviewing and approving applications for financial assistance through the Education Development Fund.

The regional office for northern Saskatchewan is based in La Ronge but is also responsible for Ile-a-la-Crosse, Creighton and Northern Lights school divisions.

Educational Resources Distribution

Saskatchewan Education offers a 16mm film loan service to Saskatchewan schools along with audio and video tape duplication of educational programming. The department also serves as a retail distributor of school textbooks, workbooks, reference books and related print and non-print materials for use in Saskatchewan schools and the Correspondence School.

School Book Sales

School books were purchased directly from publishers at discount prices and sold to school divisions, teachers and students at minimum cost.

A transportation rate of $4.57 per hundred weight, including pick-up and delivery, with a minimum charge of $6.68 was established through tender for the reporting year. This rate applied to all shipments coming from Toronto and Montreal to the Book Bureau and the four SIAST campuses.

Sales for the year totalled $5.1 million, an increase of $.7 million from the previous year. The inventory of school books at year end was valued at $1.2 million. A net income of $154,430 was transferred to the Consolidated Fund.

Tape Duplication

A total of 27,217 video and 17,008 audio programs were duplicated during the reporting year. Educational systems received 21,354 video and 37 audio duplications, government departments and agencies 4,095 video and 15,659 audio, non-profit organizations 1,231 video and 690 audio, and commercial clients 537 video and 622 audio.

At the end of the reporting year a total of 1,927 different video programs along with 590 audio programs were available for duplication.

Dial-a-Film

This service makes teaching aids readily accessible to Saskatchewan schools. The loan library contains 12,115 film prints of 3,158 titles, 1,724 video titles, 642 audio titles and 71 media kits.

A total of 76,475 loans were made to schools throughout Saskatchewan during the year.

School Based Evaluation Program

Evaluating the effectiveness of education programs is now more important than ever. Program evaluations must be ongoing, long-term, and an integral part of school planning and decision-making at the local level.

To improve this process Saskatchewan Education attempted to provide Saskatchewan schools with basic information on evaluation concepts and methods. During the year a handbook on *School Based Program Evaluation and Inservice Activities* was developed by Saskatchewan Education in conjunction with the Saskatchewan Instructional Development and Research Unit (SIDRU) at the University of Regina.

The purpose of the handbook is to provide educators with a guide to planning, conducting and reporting evaluations at the school and classroom level. Pilot projects on the handbook and related inservice activity were conducted in 10 schools and school divisions in 1987-88. SIDRU completed an evaluation report on the pilot year, including the use of the manual and the inservice and implementation process.

Saskatchewan School Improvement Program

The Saskatchewan School Improvement Program (SSIP) was established in 1986 to provide an improved framework for managing change at the local school level.

The purpose of the program is twofold: to explore means of improving school effectiveness by fostering a more personalized atmosphere, and to involve more people in educational planning and problem solving at the local level where the impact of change is most keenly felt.

SSIP is predicated on two general principles. First, both students and staff benefit from a healthy school environment. Second, successful change strategies can originate from the bottom up as well as the top down, and are more likely to succeed when those upon whom they impact most directly have been involved in their development. The overall objective of SSIP is therefore to mobilize the potential for improvement at the individual school level.

SSIP was expanded to include an additional 12 schools in 1987-88, bringing the total now involved in the program to 24. Saskatchewan Education conducted a summer training session, networking meetings and on-site visitations over the course of the year to help school staff become more familiar with the program.

In 1988-89 SSIP will be introduced to a further 12 schools. In addition, several school divisions will take responsibility for training local school teams and expanding the program within their jurisdictions.

Sask-Ed-Net

Sask-Ed-Net is a network of microcomputers based at the school division level. There are now 17 nodes operating in 13 school divisions, linking 147 schools and more than 24,000 students. This provides students and the general public with access to Sask-Ed-Net's messaging and software distribution capabilities as well as a means of access to the Student Guidance Information System.

Driver Education

Saskatchewan Education undertook a number of initiatives in driver education during 1987-88.

In July and August, 1987 a Driver Instructor Preparatory Course was held in Moose Jaw in conjunction with the Palliser Campus of SIAST. Twelve candidates graduated from the course.

Work continued on the development and evaluation of an enriched course of studies for the high school program.

A new publication entitled *Driver Education for Saskatchewan Youth: A Guide for Parents* was completed. This booklet was made available to parents and guardians of students enrolled in the program.

Continued progress was made in developing and producing driver education materials for use by French-speaking students.

Assistance was provided to the Saskatoon Public Board of Education for development of a driver's handbook for special needs students. The handbook will be tested during the coming school year.

Consultative services were provided to boards of education on all aspects of the driver education program including interpreting policy, staffing and program delivery.

In February, 1988 a seminar on current issues in driver education was held at the Kelsey Campus of SIAST. More than 150 educators, school administrators and others active in driver education attended.

The Saskatchewan Driver Educators' Association continued to provide valuable assistance in advancing the aims and objectives of Saskatchewan's driver education program.

Driving Without Impairment

The Driving Without Impairment (DWI) Program is designed to deal at the community level with the problem of drinking and driving.

DWI has two main objectives:

- to provide information to the public on the consequences of drinking and driving; and,
- to explore why people drink and drive, and assist them to find alternatives.

Although supported by the department, the program's strength is drawn from local groups in more than 40 Saskatchewan communities. The 16-hour course taught by community members consists of formal lectures, group discussions, films and resource speakers. It addresses a wide range of topics related to alcohol, other drugs and driving, emphasizing the incompatibility of driving with alcohol or drug use.

A provincial conference of program coordinators, local DWI committee representatives and Alcohol and Drug Abuse Society representatives was held in Yorkton in June, 1988. Over 50 representatives from all over Saskatchewan attended.

Graduation Celebrations

Saskatchewan Education, in conjunction with Pride Canada, completed a new publication on graduation issues and activities. The publication will be distributed to provincial schools so that it is available for use at a series of workshops planned for every school division in 1988-89.

In March, 1988 a symposium entitled "Be Part of the Solution" was held at the University of Saskatchewan in Saskatoon. The symposium examined the key issues surrounding alcohol and drug use for young adults. Highlights of the symposium will be published and provided to all grades 9 to 12 Saskatchewan students in fall, 1988.

A white paper was completed on new directions for high school graduations and distributed to teachers, school officials and special interest groups for review and comment. Feedback received from the local level will have a major bearing on future policy development in this area.

A Youth Leadership Conference is planned for 1989 on issues concerning Saskatchewan youth, including the need for safe graduations and issues surrounding alcohol and drug use.

Private Elementary and High Schools

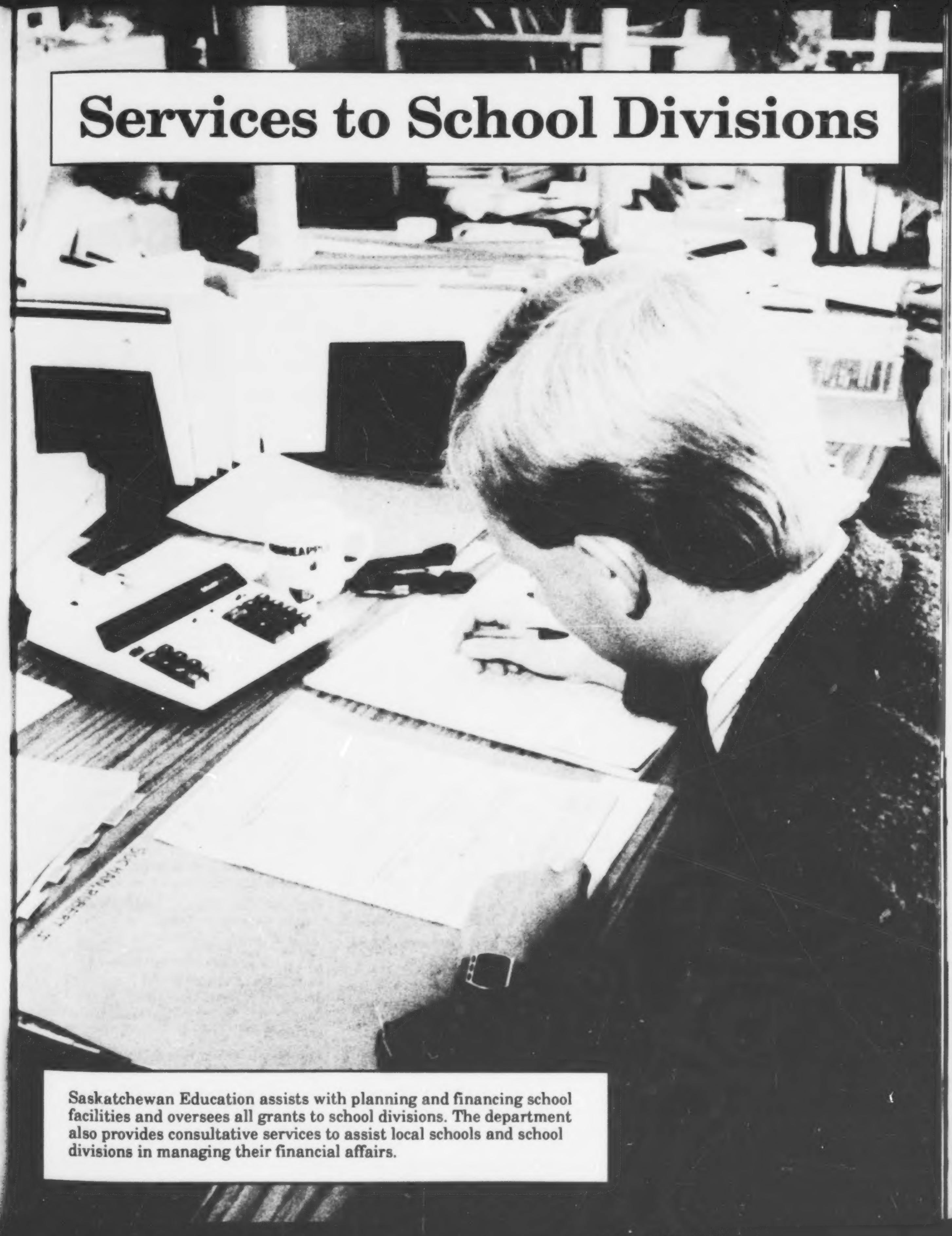
Total 1987-88 enrolment in private residential high schools was 1,941. This figure includes College Mathieu in Gravelbourg. There were an estimated 1,100 students enrolled in private elementary programs, and a further 49 enrolled in specialized programs at Alta Vista High School and Ranch Ehrlo.

A review of private schooling in Saskatchewan was initiated in spring, 1987 and completed in fall. The report was then made available to interested groups and organizations so that their input could be obtained.

In June, 1988 the Minister of Education announced a new policy on the regulation and funding of private schools in Saskatchewan. The key features of the policy are as follows:

- Saskatchewan Education will assume responsibility for the inspection and regulation of private schools;
- a registration system will be established;
- children who attend a private school registered with the department will be regarded as meeting the legal requirements f school attendance;
- beginning in 1988, private schoo will be exempt from payment of property tax; and,
- no new operating grants will be provided to private or elementar schools, but capital grants to private high schools will increas to 20% of project costs from the previous 10% level.

Services to School Divisions



Saskatchewan Education assists with planning and financing school facilities and oversees all grants to school divisions. The department also provides consultative services to assist local schools and school divisions in managing their financial affairs.

Services to School Divisions

Educational Relations Board

The Educational Relations Board serves in an advisory capacity to help parties resolve disagreements which arise during the collective bargaining process. It administers boards of conciliation and appoints mediators or arbitrators when required. The board is also responsible for designating employees as being out of the scope of the provincial collective bargaining agreement.

In 1987-88 the board consisted of D. J. Phillips and George Marcenko representing the Saskatchewan School Trustees Association along with Karen Rongve and Susan Bates representing the Saskatchewan Teachers Federation. Stan Kyba served as chairman.

One request for mediation was made during the reporting year.

Educational Boundaries Commission

The Educational Boundaries Commission investigates and makes recommendations on school division boundary matters referred to it by the Minister of Education.

Commission members in 1987-88 were Clayton Hobman, Thelma Wright, Margaret Banadyga, Alvin Vinge and William Werezak (Chairman).

There were no referrals to the commission during the reporting year.

School Administration

Saskatchewan Education provides administrative and advisory support services to boards of education and the public on school law, land transfers between school divisions and sub-division boundary changes.

In 1987-88, land transfers were made involving the following school divisions:

- Humboldt Rural School No. 47, Humboldt High School Division, Humboldt School Division No. 104 and Humboldt Roman Catholic Separate School Division No. 15;
- Humboldt Rural School Division No. 47 and Tiger Lily School Division No. 54;
- Long Lake School Division No. 30 and Thunder Creek School Division No. 78;
- Wadena School Division No. 46 and Tiger Lily School Division No. 54;
- Battleford School Division No. 58, North Battleford Roman Catholic Separate School Division No. 16 and North Battleford School Division No. 103;
- Rosetown School Division No. 43 and Outlook School Division No. 32; and,
- Saskatchewan Valley School Division No. 49 and Prince Albert Rural School Division No. 56.

Alterations were made to the sub-divisions of the following school divisions:

- Shamrock School Division No. 38;
- Kindersley School Division No. 34;
- Prince Albert Rural School Division No. 56;
- Regina (East) School Division No. 77;
- Borderland School Division No. 68;
- Outlook School Division No. 32;
- Saskatchewan Valley School Division No. 49;
- Blaine Lake School Division No. 57; and,
- Meadow Lake School Division No. 66.

New sub-divisions were established in Arcola School Division No. 72 and Cupar School Division No. 28.

Facilities Planning

Saskatchewan Education shares responsibility for planning, constructing and financing school facilities for the primary and secondary education system with local boards of education.

A new formula for capital projects receiving funds from Saskatchewan Education was introduced on April 1, 1987. The 1987-88 reporting year represented the first full year of operation for the new system.

The main features of the new funding formula are as follows:

- Saskatchewan Education provides approximately 80% of school construction costs for approved projects;
- school construction costs for approved projects are shared on the basis of the individual school division's ability to pay;
- the new funding formula provides added incentive for school divisions to control capital expenditures; and,
- school divisions can now amortize their costs should they so desire.

Approval in principle was given to 17 major projects for 1989-90. Department officials and local school divisions have begun developing design and financial parameters for each project.

The new funding formula and approval procedure is expected to generate approximately $40 million in school construction during the coming year.

In addition to funding capital projects, Saskatchewan Education also provides financial assistance to school divisions for major repairs, portable classrooms and alterations to improve access for the handicapped.

Funding

Funding provided by the province to school divisions encompasses three main categories: the foundation operating grant, long-term debt retirement recognition, and the Education Development Fund (EDF).

The operating grant is designed to provide equality of educational opportunity without requiring unduly high property taxation at the local level. It is based on recognized province-wide per pupil expenditures and the ability of school boards to raise funds through property taxation.

In proportion, more provincial funding is provided to school divisions who have a low local revenue generating ability, relative to school divisions which have a high revenue generating ability.

Debt retirement consists of monies used to repay the principal and interest costs on capital projects such as new schools or renovations. On average, the province pays for 80% of the cost of these projects and the local board pays the remaining 20%.

The Education Development Fund provides money to school divisions to undertake program improvements, implement efficiency measures and acquire learning resources such as library materials and computers.

Provincial funding to school boards in 1987-88 totalled $405,978,500. The statistical section of this report shows comparable figures for 1982 to 1988.

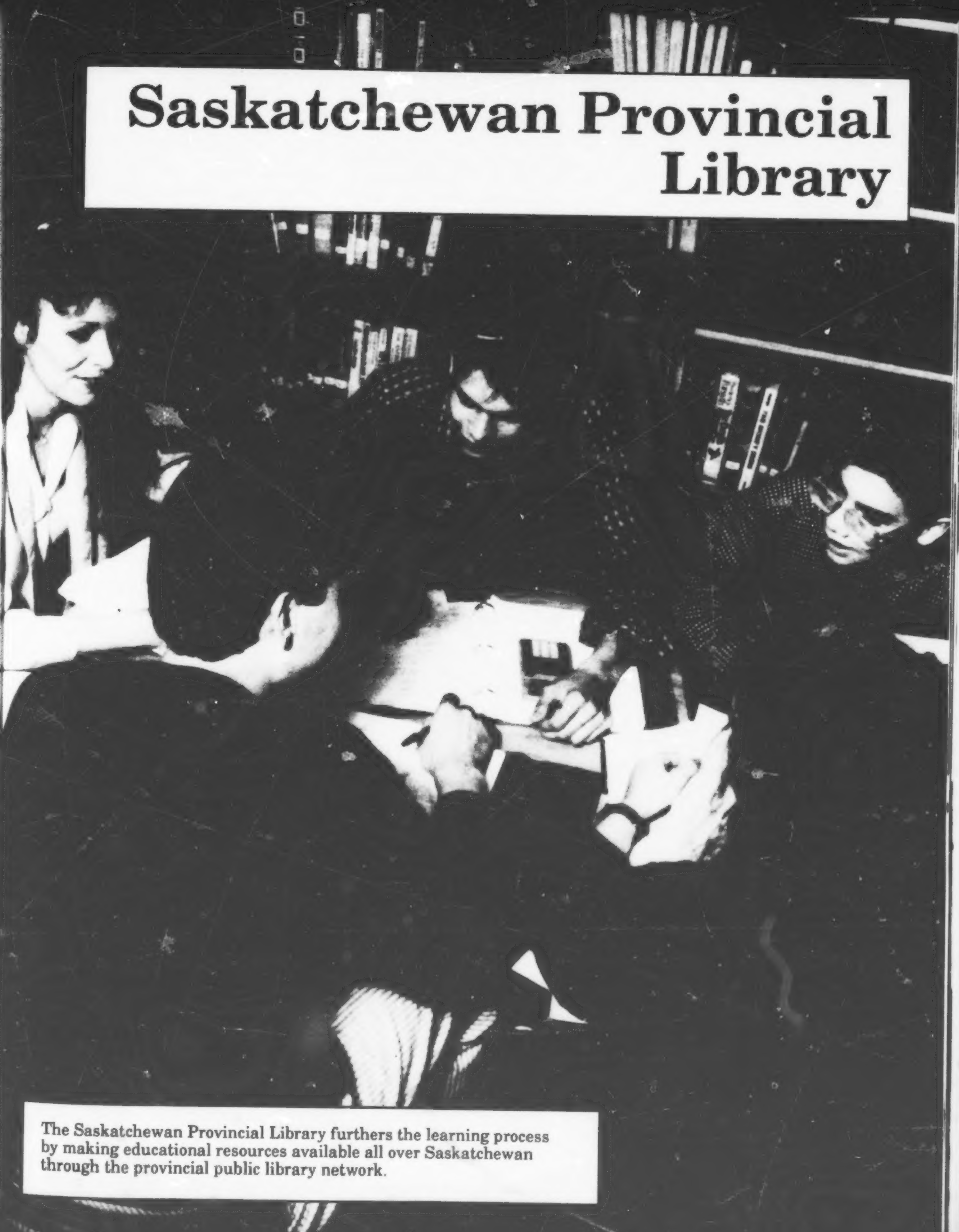
School Bus Safety

Saskatchewan Education held several workshops for school bus drivers to help maintain their excellent record in safely transporting students to and from school. The workshops dealt with the role of the drivers, emergency drills, policy issues and the safe operation of buses. Over 200 drivers and other school personnel attended.

Work continued on development of a Pupil Transportation Policy that could be made available to local school boards for implementation.

Ongoing consultative services were provided by Saskatchewan Education to drivers, parents, school boards and other school officials on transportation issues.

Saskatchewan Provincial Library



The Saskatchewan Provincial Library furthers the learning process by making educational resources available all over Saskatchewan through the provincial public library network.

Saskatchewan Provincial Library

Overview

The Saskatchewan Provincial Library serves as a coordinating agency as well as a resource and information centre within the provincial public library system. The library provides grants and support services to regional, municipal and northern libraries. It also administers legislation and regulations governing the operation of public libraries and the Bureau of Statistics.

The goals of the library are:

- to work toward equitable access to library services and resources for all Saskatchewan residents;
- to contribute to the goals and objectives of public libraries;
- to encourage innovation and cooperative planning;
- to promote the understanding and use of library services to all residents of the province;
- to facilitate self-sufficiency within each level of library service - local, regional and provincial;
- to foster cooperation and resource sharing among libraries in the province and the country; and,
- to maintain data regarding the Gross Domestic Product for Saskatchewan, and act as a depository for departmental and crown corporation reports.

Saskatchewan Library Board

The Saskatchewan Library Board serves as an advisory body to the Minister of Saskatchewan Education.

The 1986-87 board members completed their terms in August, 1987. At that time a review of the board's role and responsibilities was undertaken by the government, and no new members were appointed while the review was in progress.

The review was completed in March, 1988. At that time the various levels of the library system were asked to submit names of potential candidates for appointment to the board.

Administrative Services

Saskatchewan Provincial Library provides operating grants to regional, muncipal and northern libraries. In addition, a special grant of almost $.5 million was provided to regional and northern libraries for the purchase of books. A further $66,000 was provided by the Saskatchewan Literacy Council to regional, municipal and northern libraries for the purchase of resource materials to help improve literacy skills.

A number of information programs were developed to increase public awareness of the role of public libraries and encourage the public to make use of their services.

Professional Services

Preliminary work was completed on a six month pilot project for direct interlibrary lending between public library systems. The purpose of the project is to improve service by reducing the turnaround time on interlibrary loans. Workshops were held in six regional libraries, one municipal library and the north to inform staff of the project.

The Task Force on Library Services for People with Disabilities completed its report during the year. *Partners in Planning: Libraries and People with Disabilities* provides recommendations on ways to improve library services to people with disablilities.

A plan was finalized to improve library services in northern Saskatchewan. The key objectives of the plan are:

- to coordinate library services provided by public, school and regional college libraries in the north;
- to enhance resource sharing, collection development and training programs among the existing libraries; and,
- to make library services more accessible to northern residents.

An evaluation was completed on the strengths and weaknesses of public library collections in the province. Results indicated that while local community histories represent a significant strong point, shortcomings exist in the areas of science, technology and business.

A new print/braille collection was started during the year. These books have regular printed and illustrated pages overlaid with clear plastic braille pages. They allow a blind parent to read to a sighted child, or a blind child to read with a sighted parent.

Saskatchewan Provincial Library resumed purchasing large print and children's books, as part of a cooperative policy with the various library systems.

Saskatchewan Provincial Library is a deposit centre for the Multilingual Biblioservice of the National Library of Canada. In this capacity the library received 3,350 non-official language books. Approximately 2,000 new multilingual books were purchased. These were added to the existing multilingual collection of approximately 70,000 books in 25 languages.

Saskatchewan serials holdings were added to the national union catalogue (Dobis) through an agreement with the National Library. Over 4,700 serials titles and 10,000 locations were added to the data base. Conversion of the file from a manual to an automated format will improve accessibility and enable more efficient updating.

Technical Services

Saskatchewan Provincial Library provides cataloguing services to public libraries, and maintains the Saskatchewan Union Catalogue to provide access to library holdings in the province.

A total of 53,883 cataloguing requests were handled during 1987-88. There were 10,970 cardsets produced for northern libraries, and 10,050 titles added to the card union catalogue. A microfiche union catalogue was produced from the machine-readable data base and distributed to public libraries. This provides the public libraries with access to almost half a million titles in the Regina and Saskatoon Public Libraries, the Provincial Library and the regional libraries.

The Dewey Decimal Classification Subject Guide was revised, printed and distributed. This publication is used as a classification aid by libraries that do not have subject catalogues.

Saskatchewan Library ordered a total of 1,013 books for other government departments during the year.

Bureau of Statistics

The Bureau of Statistics develops and maintains provincial economic data that provides a framework for analyzing the performance of Saskatchewan's economy. Data from 1951 to the present is on hand and available to government departments, other government agencies and the public.

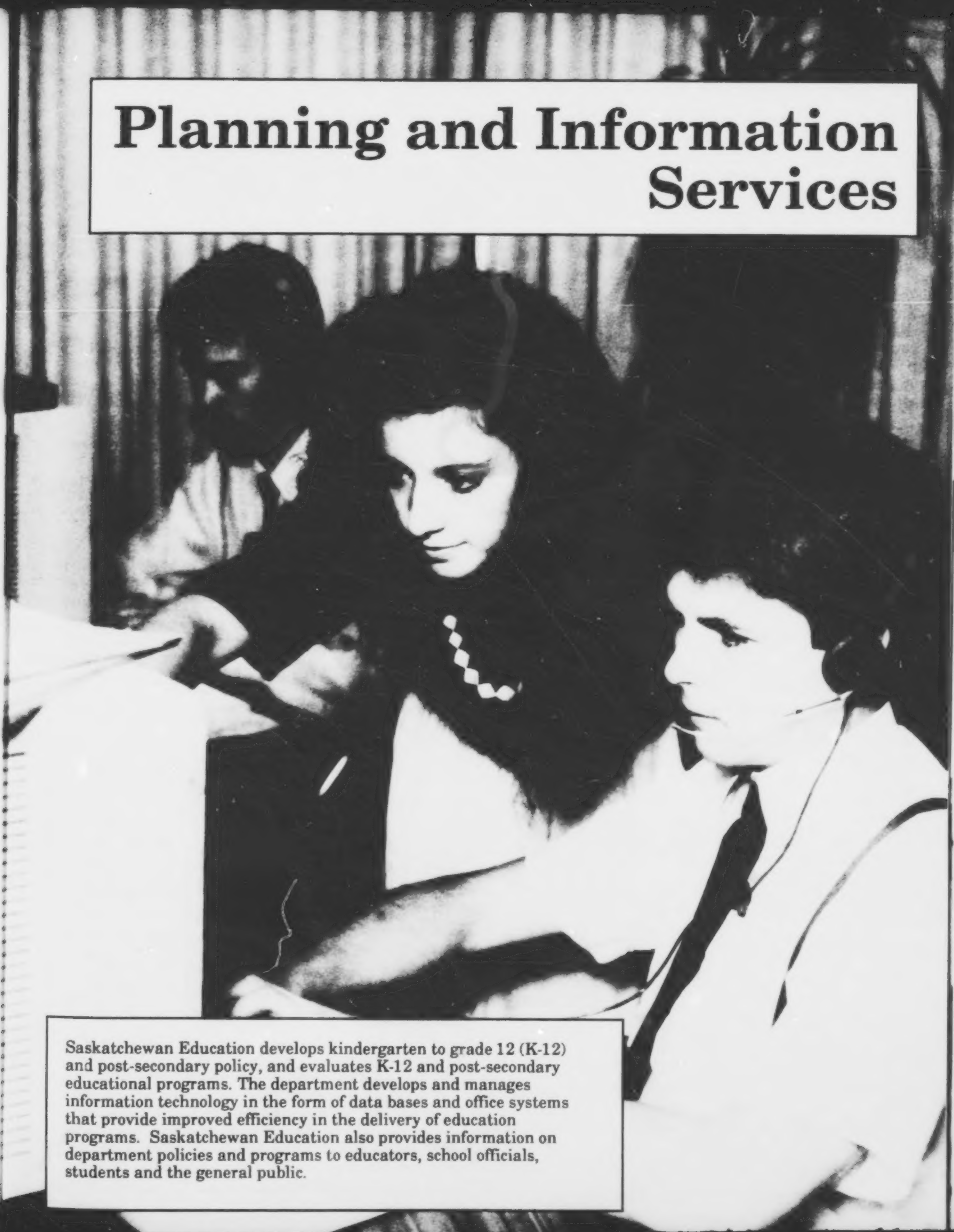
All data were completely revised in 1987-88 to conform to Canada's system of national accounts.

The bureau responded to over 1,500 individual requests for information. A number of publications were produced and distributed to a wide range of users. Regular publications include the Saskatchewan Monthly Statistical Review, the Saskatchewan Economic Review, and the Saskatchewan Economic Statistics.

Release of the 1986 census data meant the bureau was called upon to respond to many requests for information from this and past censuses. Maps and special tabulations are available from the bureau to assist in interpreting census data.

The bureau is a depository for Statistics Canada publications along with annual reports from departments and crown corporations. The bureau also carries unpublished Canada Census data on Saskatchewan.

Planning and Information Services



Saskatchewan Education develops kindergarten to grade 12 (K-12) and post-secondary policy, and evaluates K-12 and post-secondary educational programs. The department develops and manages information technology in the form of data bases and office systems that provide improved efficiency in the delivery of education programs. Saskatchewan Education also provides information on department policies and programs to educators, school officials, students and the general public.

Planning and Information Services

Policy Development

At the kindergarten to grade 12 level, implementation of the new core curriculum assumed top priority in 1987-88.

The Educational Policies Committee (EPC) was established in 1987 to review kindergarten to grade 12 policies. All major provincial education organizations are represented on the committee.

The first meeting of EPC was held in November, 1987 and centred on plans for implementation of the core curriculum. The committee recommended a number of policies which were approved by Saskatchewan Education and outlined in *Core Curriculum: Plans for Implementation*, a document distributed to all Saskatchewan schools in January, 1988.

At subsequent meetings EPC addressed topics such as alternative education programs, balance of time (particularly in relation to designated French schools), practical and applied arts, and strategies for improving articulation between primary, secondary and post-secondary programs.

Saskatchewan Education also initiated policy development in the following areas in 1987-88:

- high school drop-out rates and student retention;
- education equity for women in the primary, secondary and post-secondary systems;
- ways of improving coordination between the Departments of Education, Health and Social Services;
- agriculture in the classroom;
- university research and economic development;
- the data base for EDF projects; and,
- education statistics (provincial and national).

Saskatchewan Education also supplied data to the Council of Ministers of Education Canada in the areas of international students, educational statistics and development of an interprovincial education/labour market strategy.

Labour Market Information

A report entitled *Saskatchewan Demographic, Economic and Labour Market Overview* was prepared in conjunction with the Canada Employment and Immigration Commision to support a joint federal-provincial planning process with respect to training programs.

A follow-up survey of SIAST graduates was undertaken and the results published in the *Employment Statistics Report*. This survey provides information on the employment status of graduates and also provides data for evaluating training programs. Results are used by program planners in responding to changing labour market conditions, and by students and counsellors in selecting programs of study.

A second survey of Saskatchewan Skills Extension Program (SSEP) graduates was undertaken and the results published. In addition, graduate survey information was exchanged with other provinces and with the federal government.

Student Development and Career Resources

During 1987-88 the recommendations of the Minister's Guidance Reference Committee Advisory Report were analyzed and a follow-up strategy prepared. A key recommendation related to adoption of a student development model for guidance and career education. A new Student Development and Career Resources Unit was established during the year.

In September, 1987 a new monthly career resources distribution system was established. The system serves 650 assorted organizations and individuals. Special mailings on the Saskatchewan Institute of Applied Science and Technology and other career-related publications were distributed during the year.

A new career resource publication – the *Saskatchewan Transfer Credit Guide* – was completed during the year. The guide assists students by providing information on the transfer credit arrangements between Saskatchewan's post-secondary institutions. It has been made available to all post-secondary institutions and counselling personnel.

Crossroads is an automated career information system developed in 1986-87 for use in student counselling. It was made available to regional colleges and the secondary school system for purchase in 1987-88. Approximately 60 school divisions purchased Crossroads during the year for use in their schools.

Information Resources Management

Saskatchewan Education maintains a substantial network of information technology and various information services. New data bases and automated office systems are developed on an ongoing basis.

Ongoing activities include:

- developing plans and policies on the most effective and efficient use of informatics technology and information resources;

- evaluating and advising on informatics proposals to acquire appropriate informatics solutions;
- providing project management and quality assurance support on system development projects; and,
- providing training and support in the use of microcomputers.

Saskatchewan Education operates the following information systems:

- Crossroads;
- Student Information;
- Student Aid;
- General Education Development;
- Student Records;
- Teacher Records;
- School Grants;
- Correspondence School;
- School Records; and,
- Special Education.

A strategic information technology planning project was initiated in 1987-88 to reflect Saskatchewan Education's mandate and responsibilities. The plan provides a solid base for information technology decision-making. The project focused on information and technology needs as well as academic computing software.

Work began on development of new systems for student records and for the Provincial Book Bureau. A pilot systems project was also initiated for the Saskatchewan Provincial Library.

Communications

Saskatchewan Education provides information on department policies and programs to educators, school officials, students and the general public. The department also prepares and produces a wide range of print material for use in the school system.

Major activities in 1987-88 included:

- production and distribution of a wide range of print and non-print materials to increase awareness of primary, secondary and post-secondary programs;
- production of print materials for use in the primary and secondary school system;
- planning and coordinating Education Week 1988 to increase public awareness of the role of the education system. The theme for 1988 was "Education: A Lifetime of Learning," highlighting the department's new role in providing learning opportunities to students of all ages. Overall coordination was handled by the provincial Education Week Committee which consisted of representatives from the Saskatchewan School Trustees Association, the Saskatchewan Teachers Federation, the Saskatchewan League of Educational Administrators, Directors and Superintendents, the University of Regina, the University of Saskatchewan, the Saskatchewan Federation of Home and School Associations, and Saskatchewan Education;
- planning the official opening of the new Summer Centre for International Languages at the University of Regina;
- developing a communications program to increase awareness of the new literacy initiative; and,
- operating the Inquiry Line, a service used extensively by educators, students and the general public to obtain information on department policies and programs.

Human Resources

Support services to Saskatchewan Education employees are provided by the department's Human Resources Division.

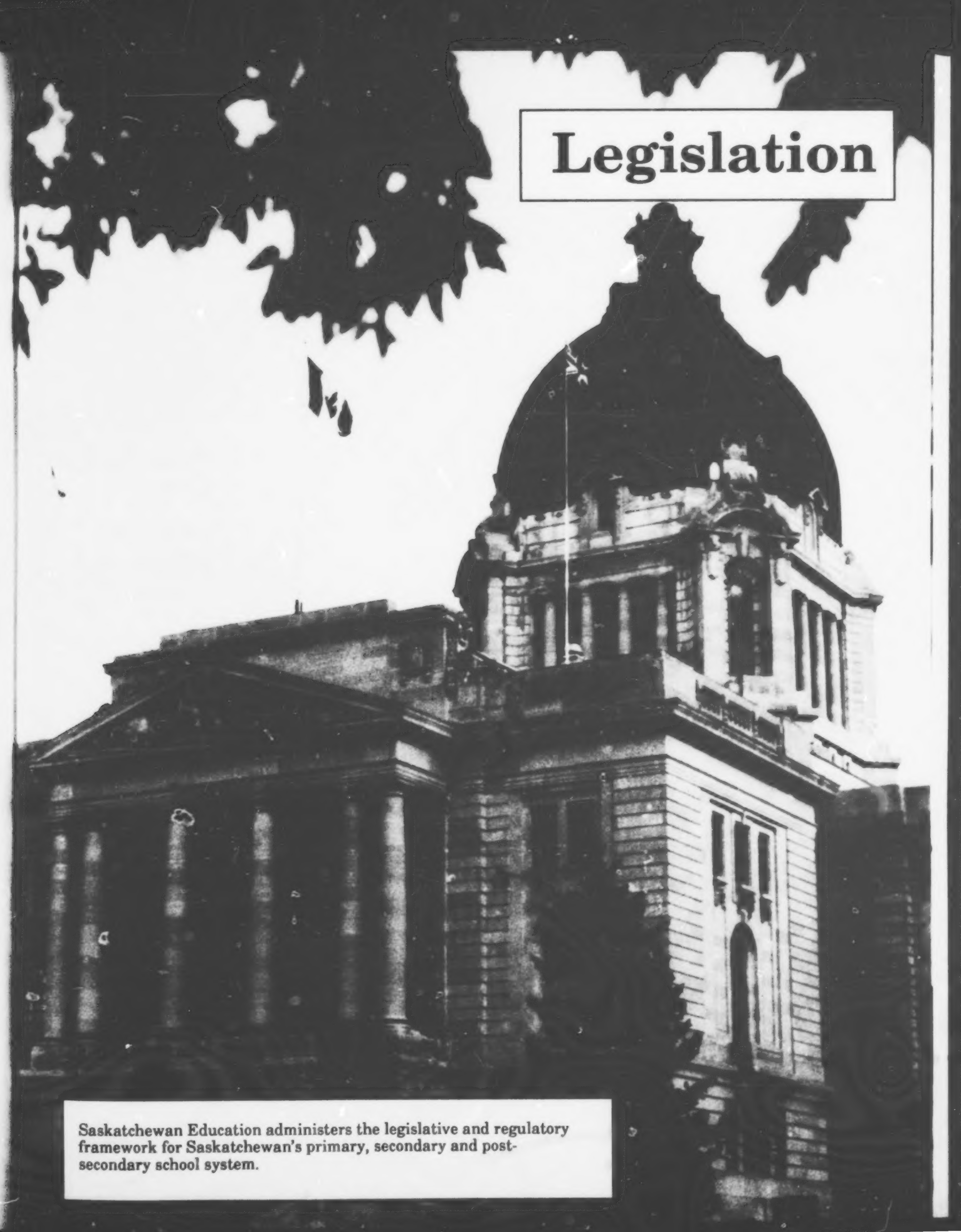
Human Resources

Saskatchewan Education's Human Resources Division provides support services to the department on an ongoing basis in the areas of personnel administration, payroll administration, labour relations, staff training and development, and employment equity. The division also provides advisory services to SIAST and direct labour relations and compensation services to the regional colleges.

Major activities in 1987-88 included the following:

- completing staffing activity relating to the amalgamation of the departments of Education, Advanced Education and Manpower, and Saskatchewan Provincial Library;
- transferring approximately 1,700 staff from Saskatchewan Education to SIAST, and performing the subsequent labour relations liaison;
- conducting monthly information seminars for management and supervisory staff;
- providing labour relations services to the regional colleges;
- completing a strategic staff development plan and submitting it to the Public Service Commission;
- assuming responsibility for payroll services; and,
- incorporating branch initiatives in the department's Employment Equity Plan.

Legislation



Saskatchewan Education administers the legislative and regulatory framework for Saskatchewan's primary, secondary and post-secondary school system.

Legislation

New legislation proclaimed during the reporting year included The Institute Act and The Regional Colleges Act.

Legislation repealed in 1987-88 included The Community Colleges Act, The Department of Advanced Education and Manpower Act (subject to the provisions of Order in Council 1063/83 and 1282/85 as amended by Order in Council 100/86), and The Department of Education Act.

As of June 30, 1988 the Minister of Education was responsible for administering the following legislation:

- The Ancillary Dental Personnel Education Act;
- The Apprenticeship and Trade Certification Act;
- The Architects Act;
- The Association of School Business Officials of Saskatchewan Act;
- The Education Act;
- The Institute Act;
- The League of Educational Administrators, Directors and Superintendents Act;
- The Private Vocational Schools Regulation Act;
- The Public Libraries Act, 1984;
- The Regional Colleges Act;
- The Registered Music Teachers Act;
- The Student Assistance and Student Aid Fund Act, 1985;
- The Teachers' Dental Plan Act;
- The Teachers' Federation Act;
- The Teachers' Life Insurance (Government Contributory) Act;
- The Teachers' Superannuation Act;
- The University of Regina Act;
- The University of Saskatchewan Act; and,
- the University of Saskatchewan Foundation Act.

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Table 1
Primary and secondary school enrolment by grade, 1982-88

Grade	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88
Kindergarten	15,727	15,733	16,375	16,409	16,401	16,650
Grade 1	16,808	17,113	17,162	17,542	17,530	17,503
Grade 2	15,524	15,905	16,109	16,134	16,417	16,410
Grade 3	15,248	15,260	15,732	15,794	15,759	16,010
Grade 4	14,998	15,176	15,192	15,554	15,590	15,595
Grade 5	15,062	14,942	15,140	15,098	15,342	15,498
Grade 6	15,077	15,043	14,889	14,913	14,959	15,113
Grade 7	15,500	15,367	15,249	14,978	15,056	14,960
Grade 8	15,352	15,118	15,032	14,883	14,658	14,647
Grade 9	14,782	15,041	14,862	14,857	14,729	14,492
Grade 10	14,047	14,113	14,494	14,255	14,345	14,440
Grade 11	13,864	13,168	13,160	13,357	13,176	13,218
Grade 12	13,812	13,687	12,884	13,112	13,452	13,473
Other	2,980	2,886	2,947	3,023	2,798	3,134
Total	198,781	198,552	199,227	199,909	200,212	201,143

Figures in this table do not include students enrolled in the correspondence school, private schools, the R.J.D. Williams Provincial School for the Deaf, or government-aided schools. Kindergarten students are counted as full time students. Lloydminster students on the Alberta side of the border are excluded.

Table 2
Geographic distribution of primary and secondary school enrolment, 1982-88

	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88
Rural	90,926	90,320	89,924	89,478	88,837	88,499
Town & Village	4,553	4,516	4,584	4,562	4,648	4,597
Urban	97,822	98,388	99,418	100,555	101,411	102,573
Northern Saskatchewan	5,480	5,328	5,301	5,314	5,316	5,294
Total	198,781	198,552	199,227	199,909	200,212	201,143

Figures in this table do not include students enrolled in the correspondence school, private schools, the R.J.D. Williams Provincial School for the Deaf, or government-aided schools. Kindergarten students are counted as full time students. Lloydminster students on the Alberta side of the border are excluded.

Table 3
Enrolments, teachers and school divisions, 1987-88

Rural	Enrolment	Teachers	Schools
Arcola	1,773	112	8
Assiniboia	1,306	94	10
Battle River	1,762	123	10
Battlefords	1,453	77	7
Biggar	1,046	75	9
Blaine Lake	922	72	5
Borderland	1,118	66	5
Broadview	1,446	91	6
Buffalo Plains	2,586	164	11
Canora	1,047	63	6
Cupar	1,550	99	7
Davidson	1,075	74	8
Deer Park	646	44	6
Eastend	732	55	6
Estevan Rural	1,002	70	8
Eston-Elrose	1,243	86	7
Gull Lake	725	50	6
Herbert	1,158	84	10
Hudson Bay	1,692	100	8
Humboldt Rural	1,679	118	14
Indian Head	1,690	101	7
Kamsack	1,218	85	9
Kerrobert	1,435	99	9
Kindersley	1,787	107	9
Kinistino	1,044	72	6
Lanigan	1,207	83	10
Last Mountain	1,555	103	10
Leader	1,005	75	8
Long Lake	1,284	87	7
Maple Creek	1,118	80	11
Meadow Lake	2,442	152	12
Moosomin	1,485	94	6
Nipawin	2,528	150	10
Northern Lakes	1,593	110	7
Outlook	1,463	93	10
Oxbow	1,328	88	10
Parkland	1,893	117	9
Potashville	2,339	142	12
Prairie View	1,111	77	8
Prince Albert Rural	2,119	135	13
Radville	689	48	7
Regina (East)	1,133	76	7
Rosetown	1,572	107	11
Saskatchewan Valley	4,172	247	16
Saskatoon (East)	2,159	132	10
Saskatoon (West)	2,695	175	14
Shamrock	1,554	88	7
Shaunavon	1,091	76	11
Sturgis	1,249	89	10
Swift Current Rural	808	61	10
Thunder Creek	1,282	82	10
Tiger Lily	1,285	82	7
Tisdale	1,892	123	12
Turtleford	1,383	85	8
Wadena	2,175	124	12
Wakaw	1,351	92	7
Weyburn Central	796	53	7
Wilkie	1,305	88	9
Wood River	793	57	10
Yorkdale	1,510	103	11
Total	88,499	5,755	536

Rural, Town and Village	Enrolment	Teachers	Schools
Big Butte	0	0	0
Christ King	150	9	1
Estlin	0	0	0
Grand Coulee	74	5	1
Gray	12	1	1
Lemberg	149	10	1
Mankota Our Lady Fatima	56	9	1
Mathieu	81	7	1
Neudorf	132	11	1
Paynton	108	9	1
Pense	134	9	1
St. Alphonse	55	4	1
St. Gabriels	226	11	1
St. Olivier	113	7	1
Spiritwood RCS	134	7	1
Unity	232	14	1
Wilcox	43	3	1
Wilcox St. Augustine	0	0	0
Wilkie St. George	217	13	1
Balcarres	437	30	2
Gravelbourg	396	28	2
Grenfell	395	25	2
Humboldt Public	368	21	1
Humboldt Separate	583	39	2
Humboldt CI	205	15	1
Wolseley	297	18	2
Total	4,597	305	28

City	Enrolment	Teachers	Schools
Estevan Public	1,159	76	6
Estevan Separate	594	40	4
Estevan Comp	594	33	1
Lloydminster Public	1,334	76	9
Lloydminster Separate	468	29	4
Melfort	1,255	76	4
Melville Public	506	23	3
St. Henry's	389	20	1
Melville Comp	607	34	1
Moose Jaw Public	5,064	317	16
Moose Jaw Separate	1,538	98	6
North Battleford Public	2,202	127	6
North Battleford Separate	1,676	98	5
Prince Albert Public	3,997	236	12
Prince Albert Separate	2,434	160	11
Prince Albert Comp	1,605	81	1
Regina Public	24,436	1,376	67
Regina Separate	9,880	551	38
Saskatoon Public	22,166	1,289	53
St. Paul's	12,004	684	37
Swift Current Public	2,136	141	8
Swift Current Separate	238	17	2
Swift Current Comp	991	55	1
Weyburn Public	1,634	99	6
Weyburn Separate	417	21	2
Yorkton Public	2,514	164	8
Yorkton Separate	915	57	4
Total	102,753	5,978	316

Table 3 continued
Enrolments, teachers and school divisions, 1987-88

Northern Saskatchewan	Enrolment	Teachers	Schools
Creighton	389	25	1
Ile-a-la-Crosse	365	20	1
Northern Lights	4,516	268	30
Uranium City	24	2	1
Total	5,294	315	33
Provincial Total	201,143	12,353	913

Table 4
Primary and secondary school enrolment by grade and geographic distribution, 1987-88

Grade	Rural divisions	Village and town divisions	City divisions	Northern Sask. schools	Special schools	Private schools	Total
Kindergarten	7,148	439	8,539	524	0	50	16,700
Grade 1	7,623	440	8,754	686	2	97	17,602
Grade 2	7,394	455	8,070	491	5	76	16,491
Grade 3	7,380	434	7,769	427	3	90	16,103
Grade 4	7,126	419	7,571	479	3	77	15,675
Grade 5	7,284	446	7,344	424	6	83	15,587
Grade 6	7,008	381	7,763	361	0	73	15,186
Grade 7	7,154	359	7,095	352	4	107	15,071
Grade 8	7,078	292	6,952	325	6	123	14,776
Grade 9	6,703	245	7,264	280	8	289	14,789
Grade 10	5,821	215	8,166	238	10	475	14,925
Grade 11	5,157	199	7,709	153	9	562	13,789
Grade 12	4,974	218	8,190	91	6	6 1	14,100
Other	649	55	1,967	463	91	0	3,225
Total	88,499	4,597	102,753	5,294	153	2,723	204,019

Figures in this table do not include students enrolled in the R.J.D. Williams Provincial School for the Deaf, or Lloydminster students on the Alberta side of the border.

Table 5
Enrolment for private and alternative schools, 1982-88

Year	Private high schools	Private (alternative) elementary programs	Total	Enrolment
1982-83	10	30	40	2,463
1983-84	10	33	43	2,807
1984-85	10	33	43	2,816
1985-86	9	38	47	2,968
1986-87	9	36	45	3,078
1987-88	9	22	31	2,723

Table 6
Grants to universities, 1982-88

	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88
Capital grants	$7,363,000	$5,186,000	$11,952,000	$19,370,000	$28,400,000	$23,480,000
Operating grants	117,936,000	126,192,000	132,501,000	139,379,000	143,560,000	143,560,000
Total	$125,299,000	$131,378,000	$144,453,000	$158,749,000	$171,960,000	$167,040,000

Table 7
University enrolment, degree programs, 1982-88

	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88
University of Saskatchewan	13,065	13,977	14,420	14,487	15,216	14,941
University of Regina	5,769	6,467	6,371	6,354	6,607	6,868
Total	18,834	20,444	20.791	20,841	21,823	21,809

All figures indicate full-time equivalent students. Figures for all years have been adjusted to reflect a more accurate conversion of part-time to full-time equivalent.

Table 8
Indentures, completions and cancellations by trade, 1987-88

Trade	Number of Apprentices July 1/87	Indentures	Cancellations	Completions	Number of Apprentices June 30/88
Agricultural machinery technician	4	27	0	0	31
Barber-stylist	0	0	0	0	0
Boilermaker	14	0	0	0	14
Bricklayer	49	13	24	7	31
Carpenter	635	89	79	54	591
Cement finisher	0	18	0	0	18
Cook	50	30	14	4	62
Cosmetologist	12	17	1	3	25
Crane and hoist operator	0	6	0	0	6
Drywall and acoustical mechanic	0	0	0	0	0
Electrician	515	111	64	86	476
Glassworker	10	2	2	2	8
Heavy duty equipment mechanic	337	25	70	57	235
Industrial instrument maintenance mechanic	2	9	0	0	11
Industrial mechanic (millwright)	94	7	12	11	78
Insulator	0	1	0	0	1
Machinist	78	13	20	5	66
Motor vehicle body repairer	176	40	44	16	156
Motor vehicle mechanic	606	112	116	66	536
Painter and decorator	23	4	9	3	15
Plasterer	0	0	0	0	0
Plumber	308	56	27	40	297
Power lineman	115	11	1	5	120
Radio and television repairer	21	3	6	5	13
Refrigeration and air conditioning mechanic	58	20	10	11	57
Roofer	10	3	5	0	8
Sheet metal worker	101	42	15	7	121
Sprinkler system installer	20	4	2	7	15
Steamfitter/pipefitter	38	30	11	7	50
Tilesetter	7	3	0	1	9
Truck and transport mechanic	0	16	0	0	16
Welder	132	24	17	16	123
Total	3,415	736	549	413	3,189

Table 9
Indentures, completions, cancellations and apprentices under contract, 1983-84 to 1987-88

Year	Indentures	Completions	Cancellations	Number of apprentices
1983-84	1,056	591	667	4,408
1984-85	930	649	593	4,096
1985-86	785	415	853	3,613
1986-87	689	414	473	3,415
1987-88	736	413	549	3,189

Table 10
Enrolment in apprenticeship training courses, by trade and stage of training, 1987-88

Trade	All levels	Enrolment levels			
		First	Second	Third	Fourth
Agricultural machinery technician	24	12	0	12	0
Barber-stylist	0	0	0	0	0
Boilermaker	8	2	1	5	0
Bricklayer	28	11	8	9	0
Carpenter	234	64	50	74	46
Cement finisher	17	10	3	4	0
Cook (traditional)	11	5	2	4	0
Cook (day release)	30	10	10	10	0
Cosmetologist	0	0	0	0	0
Crane and hoist operator	0	0	0	0	0
Drywall and acoustical mechanic	0	0	0	0	0
Electrician	290	44	82	96	68
Glassworker	5	1	1	0	3
Heavy duty equipment mechanic	145	35	38	72	0
Industrial instrument maintenance mechanic	2	2	0	0	0
Industrial mechanic (millwright)	38	5	7	12	14
Insulator	0	0	0	0	0
Machinist	35	4	6	25	0
Motor vehicle body repairer	65	17	21	27	0
Motor vehicle mechanic	301	57	86	88	70
Painter and decorator	7	0	7	0	0
Plasterer	0	0	0	0	0
Plumber	183	42	42	43	56
Power lineman	63	8	31	16	8
Radio and television repairer	14	1	3	4	6
Refrigeration and air conditioning mechanic	37	10	12	8	7
Roofer	5	2	3	0	0
Sheet metal worker	87	36	20	20	11
Sprinkler system installer	16	5	4	7	0
Steamfitter/pipefitter	20	14	2	2	2
Tilesetter	4	0	2	2	0
Truck and transport mechanic	7	7	0	0	0
Welder	59	23	12	24	0
Total	1,735	427	453	564	291

Table 11
Interprovincial standards examinations, 1986-88

Trades	1986-87 Number Examined	1986-87 Number Passed	1986-87 Number Seals issued	1987-88 Number Examined	1987-88 Number Passed	1987-88 Number Seals issued
Boilermaker	4	4	4	1	1	3
Bricklayer	8	8	16	9	8	6
Carpenter	98	61	64	61	43	58
Cook	15	11	12	18	14	14
Electrician	119	68	82	101	75	104
Heavy duty equipment mechanic	63	47	45	104	69	74
Industrial instrument maintenance mechanic	1	1	0	15	8	13
Industrial mechanic (millwright)	8	5	14	18	12	12
Machinist	18	12	8	19	12	5
Motor vehicle body repairer	37	33	25	26	17	22
Motor vehicle mechanic	35	12	50	98	79	66
Painter and decorator	9	5	6	8	8	5
Plumber	13	10	11	11	9	9
Power lineman	3	1	0	4	1	1
Radio and television repairer	1	1	1	9	7	8
Refrigeration and air conditioning mechanic	10	7	7	5	2	4
Roofer	0	0	0	1	1	1
Sheet metal worker	11	11	11	16	13	12
Sprinkler system installer	4	2	0	0	0	10
Steamfitter/pipefitter	29	24	10	13	11	18
Truck and transport mechanic	0	0	0	2	1	1
Welder	30	19	20	33	26	33
Total	516	342	386	572	417	479

Table 12
Saskatchewan tradesmen upgrading, journeymen updating, July 1, 1987 to June 30, 1988

Trades	Tradesmen upgrading	Journeymen updating
All Trades	231	1,550
Bricklayer	–	50
Carpenter	48	240
Cement finisher	24	78
Cook	12	–
Crane and hoist operator	51	–
Electrician	–	338
Glassworker	12	–
Ind. instrumentation maintenance mechanic	36	–
Industrial mechanic	–	36
Insulator	36	20
Motor vehicle body repairer	–	70
Motor vehicle mechanic	–	302
Plumber	–	138
Steamfitter/pipefitter	–	170
Welder	12	108
Total	462	3,100

Table 13
Industrial-based training — skill investment program, April 1, 1987 - March 31, 1988

Trade	Contracts	Trainees	Training days
Agriculture	9	9	1,263
Clerical	473	675	22,334
Construction	2	27	2,350
Fabrication and assembly	5	26	9,430
Forestry and logging	–	–	–
Heavy equipment operator	–	–	–
Management and supervision	68	107	1,865
Mechanics	13	20	668
Mining	–	–	–
Nursing and related	2	4	80
Pulp and paper	1	1	260
Service and related	15	34	1,609
Transportation	3	4	170
Others	12	38	2,381
Total	603	949	42,410

Table 14
Industrial-based training — skill shortages program, April 1, 1987 - March 31, 1988

Trade	Contracts	Trainees	Training days
Aircraft mechanic	8	12	2,080
Chef	65	79	32,604
Computer programmer analyst	17	35	2,683
Design engineer	2	3	880
Electrician	2	2	1,560
Electrical engineering technologist	9	12	1,810
Heavy duty mechanic	24	31	8,498
Heavy equipment operator	7	8	4,940
Tool and die maker	–	–	–
Machinist	16	16	6,960
Mechanical engineering technologist	–	–	–
Millwright	–	–	–
Pipefitter	–	–	–
Power engineer	–	–	–
Welder	4	4	1,550
Motor vehicle mechanic	78	77	34,236
Motor vehicle body repairer	46	47	20,440
Others	78	207	22,484
Total	356	533	140,725

Table 15
Vocational rehabilitation of disabled persons (VRDP) program: training area and enrolment, 1986-88

Training area	1986-87 Enrolment	1987-88 Enrolment
Universities	126	151
Technical institutes	81	83
Regional colleges	139	231
Trade schools	17	24
Special training centres	186	139
Other training services	25	18
Training-on-the-job	34	25
Out-of-province training	37	38
Foreign training	9	8
Total	654	717

Table 16
Registered private vocational schools — enrolment by type of course, 1986-87

Courses	Number of Schools	1986 enrolment	1987 enrolment
Auction school	1	2	10
Bartending	1	54	78
Beauty culture	7	454	447
Business/computers	16	1,996	2,580
Design and sewing	1	–	14
Electrolysis	1	5	15
Esthetics	3	17	48
Income tax	1	125	108
Life skills training	5	281	346
Musician training	1	–	28
Radio broadcasting	2	97	109
Saskatchewan safety council	1	512	503
Total	40	3,543	4,286

Enrolment figures are for January 1 - December 31, 1986 and 1987.

Table 17
Registered private vocational schools — enrolment by school, 1986-87

School	Enrolment
Academy of Esthetics	0
Artistique Beauty College	40
Bender Auction School	10
B.S.D. Training and Resources Ltd.	145
CompuCollege — Prince Albert	168
CompuCollege — Regina	490
CompuCollege — Saskatoon	443
Electrolysis Training Centre	15
Expression Academy of Hair Design	16
Fine Art Bartending	78
Hair Design Academy	107
H & R Block	108
Life Management	13
Marvel Beauty School — Regina	79
Marvel Beauty School — Saskatoon	137
MBT College	6
Michel-Alynn School of Esthetics	20
McKay Tech Inc.	114
Ontrac Training	79
P.C. Computer School	65
Performance Development and Training	75
Prairie Broadcast Training Institute	56
Prince Albert Business College	77
Professional Careers Inc.	31
Professional Musicians College	28
Reeves Business College — Lloydminster	56
Reeves Business College — North Battleford	10
Regina Open Door Society	34
Reliance College of Business	141
Richards Beauty College	56
Robertson Career College — Regina	175
Robertson Career College — Saskatoon	341
Saskatoon Business College	407
Saskatchewan Safety Council	503
Southwest Academy of Cosmetology	12
St. Tropezz School of Esthetícianal Artistry	28
Universal Career College	44
Western Academy Broadcasting College	53
Western College of Business	12
Yvonne Yuen Design and Sewing School	14
Total	4,286

Table 18
Grants to regional colleges, 1987-88

Regional College	1987-88 Fiscal Year
Carlton Trail	$547,902
Coteau Range	288,061
Cumberland	461,802
Cypress Hills	602,265
Lakeland	152,004
La Ronge Region	265,788
Mistikwa	560,283
North East	198,969
Northlands Career College	210,750
Parkland	651,132
Prairie West	520,317
Prince Albert Regional	343,656
Regina Plains	382,599
Saskatoon Region	394,566
South East Region	682,382
West Side	276,612
Total	$6,539,088

Note: *The Institute Act* was passed January 1, 1988 transforming the former community college system into a network of regional colleges. The Coteau Range, Prince Albert Regional, Regina Plains and Saskatoon Region community college are now part of SIAST. The La Ronge Region, North East and West Side community colleges were amalgamated to form Northlands Career College. The South East Region community college is now Southeast Regional College, and Mistikwa community college is now North West Regional College.

Table 19
Regional colleges: enrolment by type of program, 1987-88

Regional College	AR	A	ELT	FCR	GED	HR	HSR	IC	ID	L	PC	PL	PEI	PEN	TI	UC	VP	Total
Carlton Trail	136	0	0	423	102	692	226	10	0	0	846	0	0	0	34	98	75	2,642
Coteau Range	16	0	8	18	6	89	106	0	0	0	89	53	0	0	13	0	307	705
Cumberland	46	0	8	62	13	62	20	7	0	55	34	0	13	12	0	0	13	345
Cypress Hills	385	0	16	706	107	596	127	30	10	42	868	0	12	90	0	331	80	3,400
Lakeland	13	0	0	36	90	94	63	0	0	0	212	0	0	0	0	0	14	522
North West (Mistikwa)	130	0	8	427	153	237	52	19	0	0	1,249	16	24	36	1	522	364	3,238
Northlands Career College	60	0	27	499	0	90	47	16	0	19	1,002	22	18	25	0	3	256	2,084
Parkland	341	24	0	469	216	739	379	52	0	0	1,252	0	10	0	0	582	287	4,351
Prairie West	468	0	0	247	156	304	193	0	0	0	538	0	0	0	0	58	0	1,964
Prince Albert Regional	0	0	25	84	98	474	140	0	0	110	1,159	44	0	0	309	1,140	510	4,093
Regina Plains	0	0	517	0	0	0	0	0	0	32	0	174	0	0	0	0	1,168	1,891
Sask. Indian	49	0	0	162	7	0	10	0	50	0	139	0	51	32	20	0	7	527
Saskatoon	0	0	0	117	159	716	455	0	0	0	3,552	0	0	0	0	0	897	5,896
Southeast	316	0	0	655	190	801	355	0	0	0	1,345	0	0	0	20	140	144	3,966
Total	**1,960**	**24**	**609**	**3,905**	**1,297**	**4,894**	**2,173**	**134**	**60**	**258**	**12,285**	**309**	**128**	**195**	**397**	**2,874**	**4,122**	**35,624**

AR: Agriculture Related; A: Apprenticeship; ELT: English Language Training; FCR: Family Community Related; GED: General Educational Development; HR: Health Related; HSR: Home Skills Related; IC: Institute Certificate; ID: Institute Diploma; L: Literacy; TI: Training in Industry; UC: University Credit; VP: Vocational Preparation.

Note: Statistics for 1987-88 may not be consistent with previous years due to the amalgamation and formation of the Sasaktchewan Institute of Applied Science and Technology (SIAST).

Table 20
Regional colleges: training days by type of program, 1987-88

Regional College	AR	A	ELT	FCR	GED	HR	HSR	IC	ID	L	PC	PL	PEI	PEN	TI	UC	VP	Total
Carlton Trail	203	0	0	629	166	1,418	402	80	0	0	2,340	0	0	0	95	876	11,220	17,429
Coteau Range	64	0	880	58	11	206	388	2,376	0	0	241	2,300	0	0	52	0	57,420	63,996
Cumberland	60	0	908	163	39	113	14	56	0	7,560	108	0	2,067	1,800	0	0	1,560	14,448
Cypress Hills	1,183	0	1,901	847	170	1,004	499	5,080	648	7,644	3,588	0	72	6,644	0	3,493	10,322	43,095
Lakeland	18	0	0	35	280	219	109	0	0	0	149	0	0	0	0	0	1,944	2,754
North West (Mistikwa)	471	0	907	587	360	486	79	262	0	0	8,038	1,373	3,715	3,591	30	5,854	65,014	90,767
Northlands Career College	244	0	2,835	2,458	0	289	695	1,689	0	2,415	111,844	2,440	2,976	2,790	0	153	29,490	160,358
Parkland	1,380	5,760	0	516	476	1,035	626	5,382	0	0	6,557	0	2,316	147	0	8,276	40,372	72,843
Prairie West	1,309	0	0	381	267	785	451	0	0	0	1,701	0	0	0	0	440	0	5,334
Prince Albert Regional	0	0	5,456	198	182	941	530	1,500	0	16,536	5,488	3,314	4,000	7,050	1,383	14,272	86,513	147,363
Regina Plains	0	0	49,960	0	0	0	0	0	0	4,731	0	10,427	0	0	0	0	178,655	243,773
Sask. Indian	14,638	0	0	2,868	5	0	900	0	15,103	0	3,383	0	9,059	9,461	2,968	0	2,285	60,670
Saskatoon	0	0	0	535	1,055	1,258	1,482	240	0	0	64,546	0	0	0	0	0	122,145	191,261
Southeast	1,045	0	0	983	326	1,258	927	0	0	0	3,819	0	0	0	71	1,483	22,750	32,662
Total	**20,615**	**5,760**	**62,847**	**10,258**	**3,337**	**9,012**	**7,102**	**16,665**	**15,751**	**38,886**	**211,842**	**19,854**	**24,205**	**31,483**	**4,599**	**34,847**	**629,690**	**1,146,753**

AR: Agriculture Related; A: Apprenticeship; ELT: English Language Training; FCR: Family Community Related; GED: General Educational Development; HR: Health Related; HSR: Home Skills Related; IC: Institute Certificate; ID: Institute Diploma; L: Literacy; TI: Training in Industry; UC: University Credit; VP: Vocational Preparation.

Table 21
Enrolment in French language programs, 1987-88

Program	Kgtn,	Grades 1-3	Grades 4-6	Grades 7-9	Grades 10-12	Total
French language schools for Fransaskois	126	322	250	138	94	930
Immersion/bilingual for Anglophones	1,689	4,503	1,995	781	420	8,938
Core French	1,946	15,688	23,134	32,507	11,196	84,471
Total	3,761	20,063	25,379	33,426	11,710	94,339

Table 22
Educational services to children with disabilities, 1987-88

Special services				Nature of handicap			
	TMR	VI	HI	OH	CHI	MH	Total
Special equipment	–	–	11	6	1	1	19
Consultant with equipment	–	3	5	11	1	1	21
Teacher aide	124	12	23	73	50	88	370
Itinerant teacher	11	13	57	17	13	11	122
Resource room	104	35	109	33	51	15	347
Part-time special class	50	1	14	8	6	17	96
Full-time special class	290	6	33	36	9	92	466
Special school	113	8	4	22	1	138	286
Developmental centre	11	1	2	–	–	162	176
Special boarding school	13	–	–	–	–	6	19
Homebound instruction	–	–	1	–	9	–	10
Other	2	4	9	7	5	14	41
Total	718	83	268	213	146	545	1,973
Severely learning disabled							4,503
Severely socially, emotionally or behaviourally disabled							497
Total all categories							6,948

* Totals include students designated as: TMR: Trainable Mentally Retarded; VI: Visually Impaired; HI: Hearing Impaired; OH: Orthopaedically Handicapped; CHI: Chronic Hearing Impaired; MH: Multiple Handicapped.

Table 23
Summary of northern training programs delivered by Northlands Career College, 1987-88

Course	Programs	Enrolment	Student training days	Direct cost
Adult basic education				
Grade 1-10	3	33	3,723	$ 78,347
Grade 0-8	1	5	690	12,861
Grade 5-10	1	8	504	10,217
Grade 5-12	1	8	1,296	25,180
Grade 8-10	3	19	2,993	61,864
Grade 8-12	8	64	10,057	222,192
Grade 11-12	1	6	984	23,269
Grade 12	1	9	1,503	31,106
Associated studies	1	–	–	32,009
Learning centres	12	–	–	192,342
Life skills	5	53	1,888	30,315
Literacy project	1	–	–	31,263
Pre-trades	1	10	290	11,153
Total	39	215	23,928	$762,118

Table 23 (continued)
Summary of northern training programs delivered by Northlands Career College, 1987-88

Course	Programs	Enrolment	Student training days	Direct cost
Skill training				
Arc welding	1	8	144	$ 12,302
Basic life saving CPR	1	–	–	1,040
ETV 200 University of Regina	1	15	210	8,985
Farm business tax	1	12	84	2,548
Farm furnace maintenance	1	14	112	2,942
General labour orientation	1	15	780	19,730
Handyman training	2	16	72	2,995
Home care workshop	1	12	36	4,050
Home management	1	4	216	7,395
Maintenance training	1	12	300	5,798
Northern youth conference	1	–	–	947
Orientation to daycare	2	–	–	3,026
Pre-office education	1	10	540	22,372
Prospecting	2	40	1,020	19,696
Record keeping	1	–	–	7,648
Safety	1	35	140	4,881
Skills extension training	1	1	119	2,699
Supervisory skills	1	15	75	2,250
Third level apprentice	1	–	–	11,987
Trapper training	1	8	160	15,543
Vocational forestry	1	4	116	19,702
Youth leadership seminar	1	–	–	3,844
Total	25	221	4,124	$182,250

Table 24
Northern occupational training programs, 1987-88

Program	People trained
Native Career Development Program	499
Northern Economic Development Subsidiary Agreement	107
Opportunities '87	46
Special Agriculture and Rural Development Agreement	336
Total	988

Table 25
Funding for northern training programs, 1987-88

Adult Basic Education	$762,118
Skill training	182,250
Northern training program allowance	263,845
Sponsored program support	121,612
Buffalo Narrows operating	531,863
Other program-design and development costs	371,686
Total	$2,223,374

Table 26
Non-status Indian and Metis (NSIM) program — budget allocation, 1987-88

Training Institution	Program and allowances	Program support	Total
Carlton Trail Regional College	58,533	24,436	82,769
Cumberland Regional College	219,560	33,357	252,917
Cypress Hills Regional College	24,775	23,661	48,436
Lakeland College	86,022	20.684	106,706
North West Regional College	872,302	96,187	968,489
Parkland Regional College	354,850	65,572	420,422
Prairie West Regional College	121,320	23,866	145,186
South East Region	228,843	44,382	273,225
SIAST - Kelsey Campus	366,407	66,889	433,296
SIAST - Palliser Campus	133,293	30,433	163,676
SIAST - Wascana Campus	506,166	76,860	583,026
SIAST - Wascana Campus	933,828	61,788	995,616
Total	$3,905,699	$568,125	$4,473,824

The NSIM budget for 1987-88 was $4,422,900.

Table 27
Correspondence school — high school enrolment, 1987-88

	Grade 9	Grade 10	Grade 11	Grade 12	Total
Adults	134	441	514	1,264	2,353
School age	541	1,694	1,313	1,246	4,794
Total students	675	2,135	1,827	2,510	7,147
Type A service	1,065	3,215	2,743	3,681	10,704
Type B service	394	167	208	682	1,451
Total (A & B)	1,459	3,382	2,951	4,363	12,155

Type A service refers to the number of students registered for full instruction. Line 4 above displays the total number of courses for which these students were enrolled.

Type B service refers to the number of correspondence courses purchased by teachers, school boards and community colleges for use as teaching aids and for students taught in local schools with the aid of correspondence courses.

Table 28
Certification, College of Education students, 1987-88

Certificates	Number issued
Standard "A"	14
Standard "B"	0
Professional "A"	699
Professional "B"	0
Vocational	6
Technical	2
Total	721
Probationary certificates as of June 30, 1988 (substitutes 123)	178

Table 29
Primary and secondary teaching staff, 1982-88

Year	Teachers	Net increase or decrease
1982-83	11,968	+297
1983-84	11,999	+31
1984-85	12,078	+79
1985-86	12,077	-1
1986-87	12,557	+480
1987-88	12,353	-204

Beginning in 1982-83, schools operating under the administration of the Department of Northern Saskatchewan were transferred to Saskatchewan Education and are included in this table.

Since 1985, teachers employed by the Lloydminster School Division and Lloydminster Roman Catholic Separate School Division have been prorated to the proportion that Saskatchewan students represent of total enrolment in Lloydminster school divisions. These figures include central office professional staff, superintendents, directors and consultants, but not DND and Government aided schools.

The 1987-88 total includes 1,404 part time teachers and 149 out-of-scope staff.

Table 30
Primary and secondary teachers employed, 1987-88

Class	Rural divisions	Village and towns divisions	City divisions	Northern divisions	Total
VI	192	10	589	8	799
V	1,143	60	1,549	66	2,818
IV	3,390	167	3,232	181	6,970
III	431	30	300	50	811
II	490	34	245	4	773
I	10	1	4	2	17
C	16	0	0	0	16
Other	83	3	59	4	149
Total	5,755	305	5,978	315	12,353

Table 31
Primary and secondary teachers' average salaries, 1982-88

Year	Salary grid	Average salary
1982-83	1983	31,650
1983-84	1984	33,198
1984-85	1985	33,675
1985-86	1986	34,988
1986-87	1986	35,075
1987-88	1986	35,411

Table 32
Primary and secondary teachers' average salaries, 1987-88

Class	Rural divisions	Town and village divisions	City divisions	Northern divisions	Total average
VI	42,557	41,789	42,696	43,272	42,824
V	37,615	38,860	38,769	37,094	38,254
IV	34,603	34,410	35,331	32,604	34,888
III	29,122	28,869	28,196	26,606	28,602
II	26,352	25,912	26,132	26,687	26,262
I	22,921	0	20,770	18,237	21,481
C	18,237	0	0	0	18,237
Total Average	34,516	34,374	36,436	32,685	35,411

Table 33
Primary and secondary teachers — percentage distribution by classification, 1987-88

Classification	Percentage
VI	6.47
V	22.81
IV	56.42
III	6.57
II	6.26
I	0.14
C	0.13
Other	1.21

Table 34
Capital projects approved, 1987-88

Roof repairs	$6,123,494
Unfixed furniture, equipment, land and external works	2,101,950
Major renovations	7,396,921
New construction	49,043,865
Total estimated cost (including fees):	$64,666,230

Table 35
Grants to primary and secondary schools, 1982-87

Grants to schools	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88
Operating	$298,398,300	$333,949,960	$349,432,069	$328,347,200	$332,166,620	$330,228,500
Building and repairs	14,664,490	8,789,999	11,985,260	12,259,700	0	0
Long-term debt and capital downpayment	0	0	0	56,301,470	58,438,910	62,000,000
Education development fund	0	0	0	6,700,000	26,200,000	13,750,000
Total	$313,062,790	$342,739,959	$361,417,329	$403,608,370	$416,805,530	$405,978,500

Prior to 1985-86, long-term debt and capital downpayments were included in operating.
Starting in 1986-87, building and repairs were paid by the Saskatchewan Property Management Corporation.

Table 36
1987 revenue fund receipts and disbursements for all primary and secondary schools under the administration of Saskatchewan Education

	Northern divisions	Town and village divisions	City divisions	Rural divisions	Total
Revenue					
Net proceeds of taxes and grants in lieu of taxes	$ 2,332,152	$ 7,158,182	$185,941,410	$168,979,916	$364,411,660
Provincial grants	23,325,106	10,099,522	167,012,413	211,065,441	411,502,482
Tuition fees	2,523,250	1,649,779	30,632,126	12,708,223	47,513,378
Other educational services	0	0	1,117,237	0	1,117,237
Ancillary services	616,675	9,580	1,921,287	859,225	3,406,767
Miscellaneous revenue	665,943	235,114	7,836,311	4,449,823	13,187,191
Total revenues	$29,463,126	$19,152,177	$394,460,784	$398,062,628	$841,138,715
Expenditures					
Administration	$ 1,445,514	$ 587,569	$ 8,468,596	$ 10,432,051	$ 20,933,730
Instruction	14,854,821	11,720,609	266,746,339	235,043,373	528,365,142
Plant operation and maintenance	5,202,568	1,537,712	49,082,670	34,378,590	90,201,540
Payments to other divisions	2,561,208	1,626,804	16,361,651	14,570,100	35,119,763
Conveyance and related services	782,454	1,090,459	6,900,045	51,463,566	60,236,524
Ancillary services	901,391	2,298	2,164,051	289,899	3,357,639
Annual debt charges	1,861,446	1,413,043	28,202,234	29,825,274	61,301,997
Contributions to capital	107,531	69,779	3,904,204	3,384,618	7,916,132
Reserves	576,189	169,559	3,398,527	5,546,245	9,590,520
Other educational services	0	0	1,312,385	31,702	1,344,087
Special projects	903,431	770,703	8,276,984	13,087,483	23,038,601
Total expenditures	$29,196,553	$18,988,535	$394,817,686	$398,402,901	$841,405,675

Table 37
1987 statement of assets and liabilities for all primary and secondary schools under the administration of Saskatchewan Education

	Northern divisions	Town and village divisions	City divisions	Rural divisions	Total
Capital assets					
Land, buildings and equipment	$29,972,943	$22,932,135	$495,227,885	$485,308,839	$1,033,441,802
Other capital assets	3,194,200	164,077	20,954,627	48,605,030	72,917,934
Revenue assets					
Cash on hand and in bank	4,670,732	2,322,932	9,060,490	27,628,454	43,682,608
Due from taxes	1,048,439	1,147,619	11,296,742	30,288,163	43,780,963
Due from grants	239,218	530,925	8,267,236	10,989,476	20,026,855
Accounts receivable	118,272	238,107	4,953,773	4,767,531	10,077,683
Other assets	2,814,572	618,766	28,945,199	3,012,449	35,390,986
Total assets	$42,058,376	$27,954,561	$578,705,952	$610,599,942	$1,259,318,831
Capital liabilities					
Debentures not due	$8,306,985	$3,305,639	$109,709,732	$92,729,023	$214,051,379
Other capital liabilities	2,240,414	489,869	12,309,814	17,959,739	32,999,836
Revenue Liabilities					
Bank overdraft and loan	0	295,821	5,960,125	12,959,602	19,215,548
Deferred teachers salaries	522,708	216,588	6,715,594	4,693,396	12,148,286
Accounts payable	947,638	460,079	4,431,684	6,640,234	12,479,635
Debentures overdue	170,067	16,759	386,098	492,897	1,065,821
Other revenue liabilities	4,183,191	409,492	9,046,913	13,679,407	27,319,003
Total liabilities	$16,371,003	$5,194,247	$148,559,960	$149,154,298	$319,279,508
Debentures registered in 1986-87					$ 24,087,000

Table 38
Board of education operating expenditures, 1986-87

($ millions)

	1986	1987	Increase	% increase
Gross expenditures	822.4	841.4	19.0	2.3
Exclude payments to other divisions	787.0	806.3	19.3	2.5

The following is a comparison of some expenditure categories:

($ millions)

	1986	1987	Increase	% increase
Instruction	517.3	528.4	11.1	2.1
Plant operation and maintenance	89.7	90.2	0.5	0.6
Administration	20.3	20.9	0.6	3.0
Conveyance and related services	59.4	60.2	0.8	1.3

Table 39
Interlibrary loans, 1986-88

	1986-87	1987-88
Total author/title requests received	73,775	73,461
• Requests from public libraries	62,339	62,038
• Requests from government/special libraries	9,907	9,351
• Requests from out-of-province	1,529	2,026
• Requests filled by Saskatchewan Provincial Library	19,729	17,592
• Requests filled in-province	62,817	62,326
• Requests sent out-of-province	11,445	11,135

Table 40
Library circulation, 1986-88

	1986-87	1987-88
Total circulation	166,270	170,871
• Large print	38.557	35,538
• Multilingual	37,103	39,558
• Northern collection	9,987	10,172
• Library Science	995	1,093
• Talking books	4,362	4,514
Reserves	2,843	1,780
Renewals	15,453	15,479
Reference		
Total requests	13,578	12,107
• Reference questions	11,920	10,281
• Ratio of levels Advanced:Intermediate:Basic (perecentage)	47:50:3	52:46:2
Computer searches - total	886	1,201
• public libraries	462	828
• Saskatchewan government	266	226
• others	158	147
Workshops/Training		
Attendance		
• Interlibrary loans (8 locations)	71	88
• Older Adults Read Aloud/Storytelling (14 locations)	170	230
Programs		
Attendance		
• Summer Reading Program for Children (140 locations)		8,360
• National Book Festival Oder Adults Program (14 locations)		330

Table 41
Library cataloguing, 1986-88

	1986-87	1987-88
Requests for cataloguing	41,666	53,883
Saskatchewan Provincial Library		
• New titles catalogues	6,653	5,537
• Total books and audio-visual added to collection	7,709	6,341
Regional libraries		
• New titles	13,095	13,981
• Titles re-accessed for location additions	14,015	17,032
Saskatoon Public Library*		
• New titles catalogued	7,232	8,738
Regina Public Library*		
• New titles catalogued	13,926	12,562
Northern libraries		
• New titles catalogued	6,363	7,589

* Cataloguing is input locally using the Utlas database. Statistics on titles re-accessed for location additions not available.

Table 42
Automated cataloguing costs, 1987-88

Library	Titles	Processing and Communications	Cost per Title	Product Cost	Total Cost
Saskatchewan Provincial Library*	5,537	29,400	$5.30	$ 5,370	$34,770
Regional libraries	13,981	59,050	4.22	$25,940	84,990
Saskatoon Public Library**	8,738	48,990	5.60	–	48,990
Regina Public Library**	12,562	56,460	4.49	–	56,460
Total paid by Saskatchewan Provincial Library					$225,210

* SPL cost includes interlibrary loan location searching

** Municipal libraries input titles locally and pay for products directly